

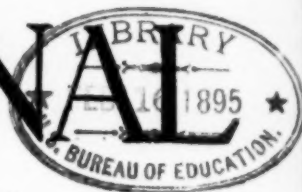
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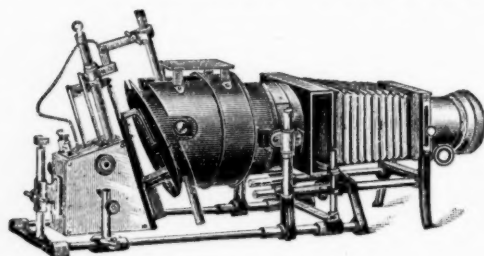
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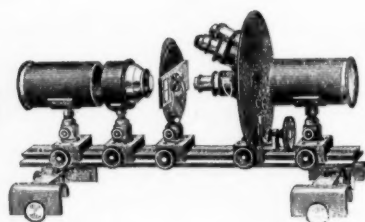
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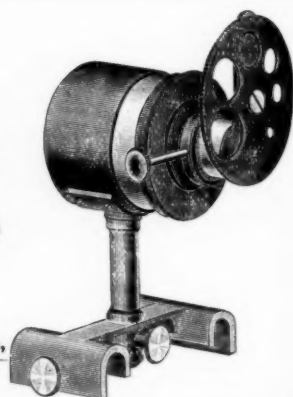
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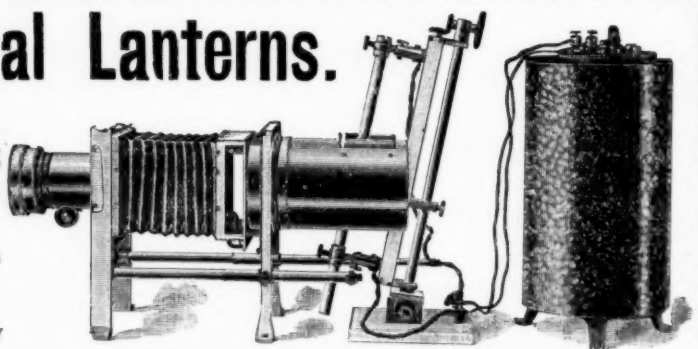
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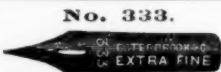
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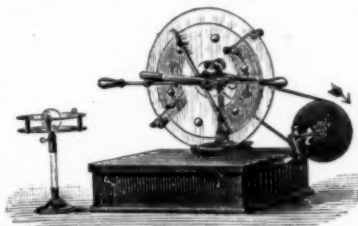
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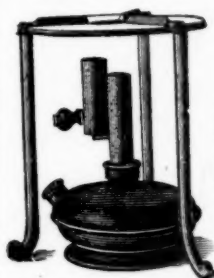
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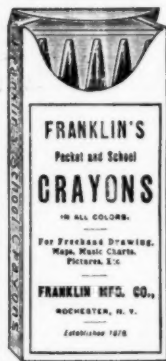
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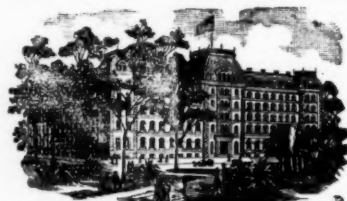
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A Weekly Journal of Education.

Vol. L.,

For the Week Ending February 16

No. 7

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The business department of THE JOURNAL is on page 148.

All letters relating to contributions should be addressed plainly, "Editors of SCHOOL JOURNAL." All letters about subscriptions should be addressed to E. L. KELLOGG & CO. Do not put editorial and business items on the same sheet.

## The Present Status of the City School Superintendent.

By WILLIAM A. MOWRY.

A late number of THE SCHOOL JOURNAL discussed briefly the historical development of the city superintendent of schools in this country. It appears pertinent here to consider his present condition with special reference to his powers, his duties, and his permanence in office.

In the first place it may be said that the office has become permanently established. The wisdom of employing a trained, professional educator, one familiar by study and practice with both the art and the science of instruction is now so apparent that few persons of intelligence anywhere object to the principle, and all approve of the policy. The strongest objection raised against the superintendency is the fact that in too many cases appointments have not been wise; persons too often receiving election who were not sufficiently trained in the science of teaching or who had not had sufficient experience in the art of instruction to give them wisdom in deciding practical questions. The most common cause of such appointments has been an unwillingness on the part of the appointing power to pay sufficient salary to secure the best talent. The employment of cheap labor may often be defended, but the attempt to defend the employment of cheap supervision in any kind of business, whether a railroad, a machine shop, or a system of schools would be not only difficult, but the height of folly.

In the second place it should be noted that the office is relatively so new that there has yet come to be no uniformity in regard to its powers and duties. Too often it is the case that school boards are jealous of their power, and choose to hold all in their own hands, rather than place upon their superintendent the responsibility for the proper conduct of the schools and confer upon him such powers as are needful to ensure his success and the consequent success of the schools.

At present the line dividing the powers and duties of the school board from those of the superintendent is not clearly defined. The duties of the board are important and if the superintendent has a place his duties should be equally important. It is not necessary to derogate aught from the one or the other. What is contended for is that their duties should be of a different nature, the one from the other, should be well defined by law, and that each should have the necessary powers

and responsibility to ensure the faithful and successful performance of these duties. In some cities the school board has already conferred proper authority upon their superintendent, but the trouble is that many cities have not done this, and consequently the superintendent is crippled, his influence is diminished, and the good he might do is minimized, often to that extent that the office itself is jeopardized. The January number of the *Educational Review* has an article upon this subject, in which fourteen points are named as "things concerning which the superintendent has, by state law, no power," but concerning which some cities give some of these powers to their superintendents and other cities others. In some instances scarcely any of them are conferred upon that officer, but all are held by the board tenaciously in their own hands. This list was read to a large body of superintendents, and at the conclusion of the meeting one gentleman said that in regard to twelve of the points enumerated, his board had conferred full power upon him. Just here is the difficulty. An unselfish and intelligent board will see the necessity, and confer authority, but in another city a board actuated by different motives will hold these powers in their own hands, thus weakening the influence and usefulness of the executive officer.

The third point to be named is that the tenure of office of the superintendent is by no means as stable and secure as it ought to be. He is usually elected by the school board, and quite generally this election is annual. Now observe the conditions which weaken his position and seriously diminish his independence and his consequent usefulness. He is a subordinate officer to the school board. He is their agent. His rights, powers, authority are conferred upon him by them. If he suits their whims, their caprices, their individual and collective opinions and idiosyncrasies he is sure of re-election. But *vice versa* he is sure of losing his place, no matter how efficient an officer he may have been.

Take for instance the appointment of new teachers. A vacancy occurs. A member of the board has a favorite candidate. This member is a politician. He has "in-floo-ence." He calls at the superintendent's office one morning, opens the door, sticks his head in, and says, in the most colloquial way:—

"Jim, do you know Miss Blank?"

"Yes, sir, I know there is such a person."

"Well, I want her appointed. Give her an examination, and see that she passes, will you?" The door slams and he is gone.

This superintendent is a servant, employed by that uncultivated politician and his fellows. The time of his re-election or rejection is near at hand. He knows the candidate is not such as he wishes his teachers to be. Technically she *may* pass the minimum examination pre-

scribed by law. Now what is he to do? Under some circumstances, in some places, with some committees behind him, he may rebel against the authority over him and refuse to obey the politician. But *he* knows that that man has woven such a net work of influence around him that it were suicide to refuse.

As a matter of fact—for this is veritable and literally true history, an incident that occurred not long ago in a state east of the Ohio,—he did obey, he did examine the candidate, he did give her a certificate, she was appointed, and when the good man, far away from home, told the story of it, bitter tears coursed down his face at the thought that he felt compelled in order to secure bread and butter for his family to sink his manhood and do a dirty job like that.

Is any one willing to say that this state of things should continue? In a later number of *THE JOURNAL* will be considered "What is needed for the Future City School Superintendent."

*Hyde Park, Mass.*

## Moral-Religious Training.

### A Duty of the Public School.

M. M. Mangasarian last week gave a lecture at Chicago on the subject of "Sectarianism in the Public Schools," of which the following is an abstract. His advocacy of religious training in the schools is fully in accord with the best of modern educational thought which demands that the schools shall form moral-religious characters. This cannot be done by extreme secularization. *THE JOURNAL* has frequently pointed this out. Among recent editorial articles the two following are particularly referred to in this connection: "The High Ground" (November 17, 1894), "The Spiritual Side" (January 5, 1895).

We have in this country periodical collisions between the Protestants and Catholics on the question of the relation of the church to the public schools. The manner of war among these contestants is modern, but the spirit is the same which inspired the events of the Middle Ages. The free schools of the land, and the children with their plastic minds, are held up as the prize for the side that wins. The sect that can have the schools will have the future. To add heat to the contest irrelevant issues are frequently dragged into the controversy. Extravagant charges are produced in order to gather the forces to the front, and the old sectarian fires are lustily stirred. It must be admitted that in these quarrels neither Catholics nor Protestants have acquitted themselves honorably. In Boston, only a few years ago, a university professor was so carried away by the Protestant enthusiasm against the Catholics that he deliberately advised his hearers to go home and discharge their Catholic maids unless they would support the Protestant cause. Likewise the Catholic priest must have lost his head when he said: "I would as soon administer the sacraments to a dog than to Catholics who send their children to the public schools." The line which separates sanity from insanity in theological excitement is indistinct. All this is regretted by sober Americans whether they belong to the Protestant or Catholic church.

There are three parties to this controversy—the Protestants, the Catholics, and the secularists. The Protestants want the Bible read and the Lord's Prayer repeated in the schools. The Catholics demand that the priests and nuns be permitted to instruct the children in the tenets of the Roman Church. The secularists, on the other hand, protest against all religious instruction in the schools. The Protestant and Catholic sects in claiming too much have lost the public schools, which are virtually in the hands of the secularists.

The secularization of education is to be deplored. The mistake made by secularism and sectarianism is in confounding church with religion. It is superficial education which leaves out religion. It would be easier to make a tree to grow in the air with its roots hanging loose than to conceive of a culture which ignores

religion. All the sciences and the arts had their beginning and rise in religion.

When the American shall succeed in eliminating all dogma from religion, when the pursuit of truth shall not be blocked and clogged by the jealousies of creeds, when the ethical spirit shall replace the sectarian spirit, then we shall be in a condition to teach religion in the schools as we now teach the other sciences. Then we shall permit our teachers, who shall be carefully selected for that work, to give the children an honest and truthful biography of Buddha and Jesus and of the prophets of Israel, of their great thoughts and truths.

Sectarianism has placed our public schools between the Scylla and Charybdis of a hopeless contest. The scent of sectarianism is so keen that even the simplest spiritual and ethical instruction gives offense to somebody. The public schools of America in this respect are behind those of England, Germany, and Switzerland. What Roman Catholics, Protestants, and secularists should unite in demanding is not for ecclesiastical catechisms on the one hand, or the suppression of the spiritual elements from education on the other, but for the teaching of the fundamental facts of the moral life, without a knowledge of which education remains like a bush which never blossoms. Nothing should be left undone to lift the public schools to meet the requirements of the future. Are there not a sufficient number of moral and spiritual truths which can be taught without offending either the Protestant, the Catholic, or the secularist? Let us listen to the words of moderation and reason rather than to the words of passion and prejudice. The ideal of citizenship demands a higher standard of morals in the schools and the imparting of a religious instruction which shall be free from doctrinal associations. The schools can cultivate in our children the love and wonder of the good, the true, the beautiful, without violating the fundamental principle of American government—the separation of church and state.

## Future Superintendents.

The superintendents of schools have, with few exceptions, attained office by political influence, for politics controls the schools here, as in England it controls the church. This might be expected, as the public schools are a state institution. We attempt so make ourselves believe that the best men go to Congress! We also attempt to make ourselves believe that allowing the politician to pick out the superintendents is a good scheme! There is cause for devout thankfulness that they select as well as they do. It must be admitted that the politician has seemed to feel somewhat the helplessness of the children, and he has not put in near as inefficient and incompetent men into this office as he might. But yet all sorts of men have aspired to this post, and have got it.

As the century draws to a close there is plainly a tendency visible on the part of many school-boards to select an educational man for superintendent; and by this is meant one fitted by long and careful consideration of educational problems. It has been common to fill the office with a young lawyer not yet able to make a living by writing briefs; or a physician, or a politician who would fit no other place. It is a sad story, a painful story, this in which the schools have become the prey of the politician. One case is remembered where a board of aldermen elected the superintendent; the latter being asked how he got the office replied, "Oh, I engaged to do the right thing by them," which simply meant to appoint teachers to places as they might desire!

We have said the story is a painful one and so it is; the teachers feel that they cannot help themselves, but is this true? No, it is their business to find a remedy, and there is a remedy. The first obstacle to a reform lay in the fact that few educators existed—men who had made a study of education. But this is being reme-

died. There are men to be found now beside the briefless barrister, the patientless doctor, and the unsuccessful politician. The appointing powers could once claim they had selected the best man, for no one specially competent existed. True there were men who had been teaching for many years, but the result of teaching many years, as it has been practiced in the past, has had a narrowing instead of a broadening influence; and such men could not take up the business of administration successfully; at least it was so felt.

There are two points, first to arouse young men to consider the fact that a demand for superintendents of a higher character has already set in; the chances are that the ablest educator will be selected rather than the wire-puller; the latter will have his chances for some years yet. This being the case, a young man has much more in the future than he had in the past years; once he might pass from the lowest post to the post next below the superintendent by the most arduous and faithful and skilful labor, and when the highest post become vacant see it filled by one who had not toiled over educational problems at all! Now he feels that a careful study of the History, Principles, and Civics of Education will not be time thrown away; men competent in these matters are being asked for. The new education is at last affecting the highest places; it began in the kindergarten and primary school and now it is slowly climbing to the superintendency. The young man who does not see the change of attitude and give himself to a large study of educational problems will mourn like the foolish virgins.

The other point is to urge teachers to plan that the appointment of this official shall be made by properly chosen boards of education. It is not a pleasant thing to say, but it is a fact that it is the usual practice for the teachers of a county to meet and hear papers read on subjects that have no relevancy to their progress. The same thing may be said of the teachers of a state. Take New York state; for forty years the state superintendent has been chosen by politicians and has been a politician, and yet no effort has been made to secure the appointment of a state board of education who should be charged with this duty.

This has not wholly arisen from a non-perception that better plans might be made; for several reasons the teachers are not willing to unite on plans suggested by one of their number. There exists a narrow jealousy and suspicion that stands in the way of progress. But this must be put aside, and the teachers of a town present a solid front when principles are at stake. A case has just happened where in a town it was decided to have a superintendent; there were five gentlemen principals; it was proposed to hold a meeting and have the teachers recommend one of these for the post; these five pulled in different directions fearing one or the other four might be nominated and nothing was done; the result was that a politician stepped in and secured it.

There must be a discussion by the teachers of the plans for doing the educational work. There should not be a county where the county superintendent was not nominated by the teachers. The solid ground should be taken that this nominee must be an educational man; one competent to be a leader. The same thing should be true of a state and of a city.

1. Let the preparation of each lesson be sufficiently ample for you to have the work well in hand.
3. Get much material outside the text-books used; especially try, as far as suitable, to impress on the children their relations to the outside world.
4. Study to find an abundance and a variety of work for all pupils. Keep them constantly employed, not merely to keep them busy, but keep them busy with useful work.
5. Let there be a definite purpose in each recitation. "A purpose in one mind to be wrought out in the mind of another—that is the aim of every writer," and it should be the aim of every teacher—a definite, worthy end.

## Child Study.

By GEORGE R. KLEEGER.\*

The intelligent, successful teacher must have a definite conception of three things: first, the end to be attained; second, what the pupil has already accomplished; third, how to develop him from what he now is to what he should become. Of these three things the first and the third—the ends and the processes of education—are reasonably clearly conceived by all who have made reasonable preparation for teaching, but the second—the art of discovering the child's present condition and ability and tendencies—is as yet but imperfectly understood and seldom systematically undertaken.

One of the most hopeful signs of the present is the increasing interest in this art of child study, simply for the purpose of building up a better psychology of childhood, such as the excellent experimental studies conducted by many teachers of California under the direction of Professor Brown, of Berkeley, and Professor Barnes, of Stanford. There is great need that such work be done, but there is greater need that every teacher should make a continuous study of each pupil under her charge in order to know as definite as possible where each child is at every step in his development. Of course all teachers in some measure study the children they teach. Every school exercise is a child study. As development is threefold, child study must take account of the physical, the mental, and the moral.

It is essential, first, to know whether the child's bodily health is good, whether the sense organs are normal, whether the functions of respiration, digestion and circulation are properly discharged, for upon the healthy body largely depends a healthy and active mind. Next it is essential to know his likes and dislikes and interests. It is also of importance to know the child's present mental power and not in a vague and general way, but in detail.

But how are all these details to be discovered? There are many instruments of precise measurement used to test the bodily health and development of both vital and sense organs, and still other apparatus tests the accuracy and rapidity with which ideas and activities result from sensations. But as yet only a few can have such aids. The teacher must see the child much, observe all his activities, see how he breathes, stands, sits, plays, hears, what he says and what he asks. His interests and tendencies and purposes are shown by his selection of environment and by what he says and does.

In the school-room where the environment of objects and conditions is more or less artificial the child feels more or less restrained, his spontaneity is repressed and he lives rather more artificially than naturally. It should be a part of the teacher's purpose and art to disguise or remove the artificial conditions as fully as possible and to have the child feel as fully as possible that the school-room life is only a part of his natural living. Care must be taken not to falsely interpret the child's words and acts and looks. A hasty judgment on the part of the teacher frequently dooms a child to punishment and disgrace, when more careful consideration would have led to a different interpretation. As the teacher's efforts in the child's behalf are to be based upon his interpretation of the child's manifestations, that interpretation should be deliberate and exact.

In order that this child study side of teaching may be systematized and productive of the best results it is desirable that some sort of a record should be kept, a record that shall take the place of our time-honored "per cents." used to express a general estimate of a pupil's knowledge and conduct. For the large majority of pupils a record made once in two months would probably be sufficient. Of course this child study means effort on the part of the teacher, a new burden added to her already overburdened life. Cast away the ordinary school burdens that are borne fruitlessly and substitute child study instead.

There are a few teachers, who knowing just exactly

\*Abstract of an address.



what is the matter with the dull pupil, can not successfully apply the proper remedy to make the dull less dull, and I believe that of all the burdens of the teacher the dull one is the heaviest. But whether difficult or easy child study is a part of the teacher's work for the future. To attempt to teach under any other conditions is to write the same failure of which the world now properly complains. To attempt to use a machine that one does not understand would be ridiculous. To attempt to guide the workings of a mind which one does not understand is criminal.

## School-Room Ventilation.

By B. J. TICE.

Pure air consists of about one part oxygen and four parts nitrogen. Without oxygen we should die in a very few minutes. An adult breathes about eighteen times a minute and about twenty cubic inches of air pass in and out of the lungs with each breath. Children breathe in less at a breath than adults, but breathe faster and throw off more impurities, in proportion to their size, each one during school hours throwing off about half a pint of watery vapor.

Expired breath contains four or five per cent. of carbonic acid gas. Each person gives off one hundredth of a cubic foot of carbonic acid a minute. Carbonic acid in large quantities is poisonous both in itself and by taking the place of oxygen. Beside carbonic acid a person constantly gives off from the lungs and skin organic matter which is an active poison.

In small quantities carbonic acid is not very harmful. But the amount of other offensive and dangerous impurities increases with the amount of carbonic acid, so the carbonic acid is taken as an index of the impurity of the air.

The immediate effects of foul air are languor, headache, dizziness, nausea, drowsiness, faintness, swooning, and, after a few hours, in severe cases, death. The continued effects of improper ventilation are a general weakness of the system and the presence of or a tendency toward a host of dangerous diseases. It must be emphasized that the full effects of bad ventilation do not show till the end of a period ranging from one to ten years after exposure.

School-rooms should have at least fifteen square feet of floor space and at least two hundred cubic feet of air space for each pupil. Not less than thirty cubic feet of fresh air a minute should be admitted for each pupil. Air containing one per cent. of carbonic acid will cause headache and other bad feelings; two per cent. may cause insensibility; and from three to five per cent. may cause death.

Foul air can generally be detected by its close bad smell or by the flushed faces and listless looks and actions of the children. Teachers should occasionally pass for a moment from their rooms into the pure air of the halls. On returning, the state of purity of the air in their rooms can be judged.

The exact amount of carbonic acid in the air can be tested in about a minute easily, and without cost. Shake up about a tablespoonful of slacked lime with about a pint of pure water. Let it stand an hour or so till the lime settles, then pour the water, now lime-water, carefully into a bottle having a good stopper. Pour a little of this water into a glass and blow the breath into it through a straw or tube. The water becomes oily, or cloudy, from the carbonic acid in the breath.

Get three bottles. Let number one hold eight ounces of water, number two hold four and four-fifths ounces, and number three hold three and one-half ounces. Fill all the bottles with water and empty them to drive out the air; then fill them with the air to be tested. Pour a half ounce (a tablespoonful), of lime-water into bottle number one, and shake it. If the water stays clear the air has less than 8 parts in 1,000 of carbonic acid and is fairly pure. If it clouds there is more, so use bottle number two in the same way. If the water stays clear

there is more than 8 but less than 14 parts in 1,000 of carbonic acid. If it clouds there are at least 14 parts in 1,000 of carbonic acid in the air and it should be purified. But first, if you wish, try bottle number three. If the water stays clear the air has more than 14 but less than 20 parts in 1,000 of carbonic acid. If it clouds the air has at least 20 parts in 1,000 of carbonic acid and is dangerous.

Bottles of the exact size wanted can be got at a trifling cost from the publisher C. W. Bardeen, Syracuse, New York. Or one could take larger bottles and partly fill them with some substance so that they would hold just the right quantities.

A small bottle of some odorless and harmless deodorizer and disinfectant (such as bromo-chloralum), is a good thing to have in a school-building. Any druggist will sell enough for from ten to fifty cents to last months or even years. A small quantity diluted with water, sprinkled or sprayed on the school-room floor, or wherever there is a bad odor, will make the air more agreeable and healthful. But the best way is to remove the cause.

See that the air in your room is not made bad by gas escaping from coal stoves or gas-pipes, by chalkdust or other dust, or by dampness and mustiness from the cellar or other space under the building.

If there must be a choice between foul air and a draft of cold air, remember that the injury from the draft is likely to be the greater.

Require pupils to go out into the pure air at the recesses and the noon intermission. If a pupil fails to do his work because stupified by hot or foul air, do not keep him in through the recess and compel him to continue breathing the same air.

Simple ways of ventilating, with sundry cautions, were given under the topic heating, since heating and ventilating are almost inseparably connected.

*Plainsville, Mass.*

## Observe the Heavens.

The heavens are above us as an object lesson nearly half of our lives. The teacher should aim to follow the course of the sun, the moon, and the visible planets; this will necessitate knowing the twelve constellations of the Zodiac. The fourteen stars of the first magnitude can also readily be learned; we do not propose learning the other constellations; it often becomes useless mental lumber.

*The Sun.*—That the sun is daily rising higher in the southern heavens should be shown visibly. At noon erect two sticks so that the tops will range with the sun; or make a mark on the floor where the light comes at noon; this is very interesting to a school; they will watch the daily change with interest.

*The Moon.*—An almanac will give the time the moon's phases take place; in March at New York the "first Q." is 4, 7.44; "full M." 10, 10.42; "last Q." is 18, 0.35; "new M." 26, 5.20. That is the "first quarter" occurs March 4, at 44 minutes past 7 A. M.

*The Planets.*—The almanac also shows the movement of the moon by the planets; for example, March 3, the moon conjuncts with Mars, and so of the rest. The proper way is to inquire on the 2d of March, "What phenomenon of importance occurs in the heavens tonight." Some pupil who has consulted the almanac will reply, "The moon conjuncts with Mars." "Let us be on the lookout for it."

In a little time the teacher will find that the pupil will study the almanac and watch the heavens for himself, and this is what is aimed at.

The great German teacher, Diesterweg says: "Attention is a precious faculty; the mind may forget what it has learned, but the faculty of being attentive, once acquired, is never lost."—*From the report of Supt. W. S. Sutton, 1893-94.*

## Editorial Notes.

The school will never make any appreciable headway till the people have become convinced that it takes special qualifications to run them. The board of education should be composed of public-spirited and warm-hearted fathers and mothers who combine business ability with common sense, integrity, and a fine tact in dealing with teachers and complaining parents. The board has, or should have, charge of the financial matters and the general material care of the schools and act as mediators between parents and teachers. Everything else relating to the educational side of the schools should be left to expert school men. That prevailing nuisance, the board member who is continually bent upon revising the course of study and criticizing methods after his "when I-went-to-school" fashion, is evidence that something is wrong in the rules and regulations adopted for the management of the schools. It is high time that the duties of school boards should be strictly defined to suit the standard of qualification set up for election to them. School boards waste too much time in talking about matters about which they know absolutely nothing. There are many things that they are able to discuss and ought to take up to do their share toward the advancement of the schools, but they find no time for them. The people must wake up and fix the work of the board, and then see that men and women are chosen that possess the qualifications necessary to do it.

There was a very interesting account in a newspaper lately of the death of a lioness occasioned solely by grief at the death of her cubs. When the mother realized that her cubs were dead, the roar which came from her throat shook the great amphitheater. Then she paced her cage with rapid strides. Her big yellow eyes blazed like sparks. Her whiskers stood straight out, and whenever anyone came near the cage her big teeth shone with vivid whiteness and her snarl was enough to make one's blood freeze. After a day of this excitement she lay down, became very weak and died.

In reading this the thoughtful teacher will go far beyond the circumstances narrated and see that it is the love of their *young* that is the permanent and enduring and underlying world-wide characteristic; and that the school ministers to this deep feeling as it exists in humanity. Forever and for ever, as long as the human race endures it will care for its children.

The medical, legal, and theological professions are not so securely based as this one of ours. Education is founded in a quality the whole animal kingdom possesses in common with man. The child comes to its mother for bodily sustenance mainly; it goes to its teacher for ministry to its spiritual necessities.

The marked feature of the educational revival is that the teachers read about their work—using the word in a broad way. It was very difficult to persuade a New England teacher twenty-five years ago that he needed to read about teaching; if he did read it was not to learn; that was deemed an impossibility. But a change has taken place; New England is now the most earnestly reading community in the United States; every new work is sure of a sale there; educational publica-

tions are taken by almost every teacher. And the reason is that teaching is looked upon in New England as an important business by the community and the teacher feels that it is expected of him that he know all about that business—not merely that he know a moderate amount concerning geography and arithmetic, but that he know education, which is another thing.

The legislature of New York has chosen Hon. Charles R. Skinner as superintendent of schools in the place of James F. Crooker, and has done itself great credit in the act. It evidences that merit has some chance in this world, and cannot but encourage thousands of young men everywhere to aim to be worthy. Mr. Skinner was deputy under Judge Draper and showed his efficiency in dealing with the vast details of the office. Under Mr. Crooker he was put in charge of an important department which gratified the great number who had come in contact with him. In this high post he will have an opportunity to benefit the state far more than any other official.

### Leading Events of the Week.

The president sent to the senate the correspondence with different nations relative to the enforcement of the tariff act of 1894, with particular reference to the discriminating duty on sugar. Among the nations who protested against this particular duty were Germany, Austria, and Denmark. Great Britain, Brazil, Guatemala, Nicaragua, and Spain gave notice that the Wilson bill ended the commercial agreements made under the McKinley bill. A new arrangement, however, has been made with Spain.

Cholera breaks out in Constantinople.—The anti-Parnellite members of parliament elect Justin McCarthy their chief.—A conspiracy of the friends of ex-president Peixoto discovered in Rio Janeiro.—The senate confirms the nomination of John M. Schofield to be lieutenant-general of the United States army.—China's finest iron-clads, Chen-Yuen and Ting-Yuen, reported sunk at Wei-Hai-Wei.—A heavy snow storm with intense cold extends over the greater part of the United States.—Queen Liliuokalani renounces her claim to the throne of Hawaii.—President Cleveland decides the boundary dispute between Brazil and Argentine in favor of Brazil.—The Springer bond bill defeated in the house.—*La Gascogne*, the French liner over a week over-due, arrives at New York.—Earthquakes in Italy and Sicily.

The following letter comes from a friend in Michigan:

"The articles on school boards are most valuable; in about ten years the teachers will discuss this subject; it takes time to move the 'profession.' Here is an incident. There were two booksellers in M.; one had manipulated the board and had the agency of the books that had been adopted. A new superintendent came in, and he was disposed to patronize the other fellow because he would get him little pieces of apparatus—being also a druggist. No. 1 determined to oust the superintendent, fearing his secure hold on the school trade was gone. He got himself elected and the superintendent was dropped. The board was induced to do this because No. 1 promised his support to a member who was running for some office."

Such crimes are common, and they cannot be punished. The objection THE JOURNAL makes is to the indifference of the teachers. At all events the teachers of the county could have met and protested against "dropping" the superintendent unless on charges of inefficiency. The teachers form no compact body, and yet it is for their interest to be one. In this case, if it had been known that the matter would be investigated by the teachers of the county, it might have stayed the hands of these politicians.



Levi Seeley.

Dr. Levi Seeley has won himself many friends among the teachers of this country by his excellent manuals on the "Grube Method of Teaching Arithmetic" and many contributions to educational journals. The admirable training which he received in German universities and his own original research have made him one of the ablest of American scholars of pedagogy and its related branches.

He was born at Harpersfield, Delaware county, New York, in 1847. Until his eighteenth year his educational advantages were limited to a small district school. An accident unfitting him for farm work he entered the commercial college at Binghamton, N. Y. He completed the course, but having little inclination for business life, he turned his attention to teaching. One term in the school-room decided him to choose teaching as his life work. Accordingly he took the full course in the Albany state normal college, and was graduated in 1871. For the next twelve years he was engaged in teaching, first in district schools, then as principal of the academy at Patchogue, L. I., and finally as school superintendent at Lansingburg, N. Y.

Williams college, Mass., conferred upon him the degree of Master of Arts in 1883. Having long felt a desire to study the German schools and become more thoroughly acquainted with the science of education, he went to Germany in 1883 and began to visit schools and hear lectures on philosophy in different universities, devoting himself particularly to pedagogics and psychology. Among the schools which he visited to observe the German methods of instruction were those of Hanover, Berlin, Munich, Eisenach, Jena, Leipzig, Vienna, and many other places.

He pursued his university courses under some of the most renowned German professors of pedagogics and psychology. He was a member of the pedagogical seminars of Prof. Dilthey, in Berlin, Prof. Stoy, in Jena, and Prof. Masius, in Leipzig. The university of Leipzig conferred upon him in 1887 the degree of Doctor of Philosophy. The dissertation which he presented treated of the American public school system and its needs from the standpoint of German pedagogics.

After completing his university course in Germany he returned to this country and from 1886 to 1887 was principal of the Cobleskill, N. Y., academy. In 1887 he became principal of the Ferry Hall seminary. He also held the professorship of pedagogics at Lake Forest university. During the time that he conducted the school it more than doubled its number of students and \$75,000 was expended upon a new building. That Ferry Hall seminary holds the reputation of being one of the best schools in the northwest is largely due to Dr. Seeley's educational work.

In the summer of 1894 he went to Germany to spend a year in the study of pedagogy, psychology, and German literature at Prof. Rein's renowned seminary at Jena and at the university of Berlin. He is expected to return in June. His scholarship, familiarity with pedagogy, and wide experience in all grades of school work, from the district school to the university fit him particularly for the principalship of a normal school or university professorship in pedagogy.

Dr. Seeley has contributed many helpful articles to educational journals. The series of articles on Herbart which appeared in EDUCATIONAL FOUNDATIONS and his numerous contributions to THE SCHOOL JOURNAL will be particularly well remembered. His two books on the Grube Method of Teaching Arithmetic have already been mentioned. At the Herbart meeting, held during the memorable World's Congress of educators at the Chicago exposition, he presided over the deliberations. Mention of his opening

address on the "Pedagogical Principles of Herbart" on this occasion was made in THE JOURNAL of August 12, 1893.

There is much indignation felt in Toledo, Ohio, over a high school teacher's proposition to vivisection a cat to demonstrate a theory in physiology. A law should be passed forbidding all vivisection of animals in schools. There is no need for cruelty of any kind.

The Florida association was opposed to military drill in schools—because it would develop a fighting spirit. Certainly, we never thought of that. So manual training in wood will develop a disposition to cut up boards; if in clay a disposition to dig in the fields. If cooking is taught in the schools then will result a disposition to get meat and potatoes and put them in pots and kettles. If football is practiced a disposition to kick, and if baseball, a disposition to knock. Keep all these things out. And boys must not be allowed to march around with paper caps and a tin pan; they will turn out Alexanders and Napoleons.

The University of Chicago has laid down the sound principle that its instructors must not take an active part in politics. A docent of that institution who espoused the cause of the People's party had to leave on this account. Last spring he was elected a delegate to the state convention of the People's party at Springfield and addressed the convention on socialism. He is a socialist and infidel, and says President Harper of the university knew this before he was engaged. It is reported that Prof. Bemis has also been taken to task by President Harper for some recent public lectures which were of a sufficiently radical nature to arouse open opposition in the church where they were delivered. Prof. Bemis has been giving no more university extension lectures, and has been allowed to understand that his resignation would be accepted.

It is surprising how many of the little "hoodlums" of the large cities acquire, even under the evil influences of the street, a liking for the reading of certain kinds of good literary works, if they are only brought within their reach. In Boston, for instance, it has been found that books which the boys of the notorious South end draw from the little circulating library at the Andover house are a blending of fact and fancy. The histories, which the boys call "war books," are second only to the fairy tales in popularity. "In fact," says Mr. Sanborn, the librarian, "the appetite for American history is so ravenous that the two or three dry historical text-books, which have somehow crept into the shelves, have been greedily devoured." It is interesting to see that in popularity among these boys "Tom Brown" and "Uncle Tom's Cabin" rank above the work of Cooper, Scott, and Dickens. "Calls for special books," Mr. Sanborn says, "may often be traced to changes of program at the theaters. Thus a temporary demand was created for 'Oliver Twist,' 'Rip Van Winkle,' 'The Merchant of Venice,' 'The Three Musketeers,' and even for Tennyson's 'Becket.' The reason for such other special calls as Erckmann-Chatrian's 'Citizen Bonaparte,' Hawthorne's 'House of the Seven Gables,' Scott's 'Marmion,' the lives of Havelock, Clive, Grattan, and Sir Francis Drake, George Eliot's 'Daniel Deronda,' and Tom Moore's 'History of Ireland' can only be surmised." There is genuine pathos in this little incident: "A boy whom I had noticed gazing longingly at the top shelves, on which the works of Dickens, Thackeray, Tennyson, etc., were ranged, sidled up to me with an abashed appeal that he be allowed to take out 'a work.' Plainly he looked on works as something too high and mighty for such as he. His 'work' secured, he displayed a fine scorn for the boys who took out 'pitcher books,' because they were not 'high enough in school' to read 'works.'"

### Manual Training.

Manual training stimulates and cultivates inventive genius. The student learns to recognize the dignity of labor. His respect for mankind necessarily increases. It is of inestimable value in acquiring control of the muscles and directing one's movements. The steady hand, flexible yet firm, can be acquired in no other way than in the use of tools. He who learns to control the movements of his hand acquires therewith the power to direct and control the movements of the mind, which, after all, is the principal object of education. It affords an opportunity also for the construction of apparatus to illustrate the natural sciences; the students may be taught to make most of the apparatus needed. His experiments then are free from the suspicion of fraud and the students are impressed with the fact that they are actually studying the laws of nature, and not simply seeing curious exhibitions of tricks. Manual training also helps the scholar in deciding upon his life work, as he quickly learns whether he has an aptitude in any particular line of work touched by the course. The developments in electricity occasion continual inquiry and demand for machinists, engine drivers, dynamo tenders, wire-men, and others who are something more than the ordinary mechanic; they need considerable education and probably the high schools will be better attended.



## Department of Superintendence, N. E. A.

The meeting of the National Department of Superintendence



W. C. WARFIELD.

to be held in Cleveland, next week, Feb. 19-21, promises to be the most successful ever held. A neat program has been printed and sent out by the American Book Company. The discussions will be devoted to matters of vital interest to all schools. THE JOURNAL has spoken of them before this. It is expected that the attendance will be unusually large. "The Hollenden" hotel will be the headquarters of the department. Ohio has chosen the Forest City house as its headquarters. The Buckeye teachers will turn out in large numbers. State Commissioner Corson has sent out a circular letter to all superintendents of the state urging them to

attend and to bring with them as many of their teachers as possible.

The following will be among the speakers at this meeting: Supt. W. C. Warfield, of Covington, Ky.; Assistant-Supt. H. M. Leipziger, of New York City; Supt. George W. Peckham, of Milwaukee, Wis.; Supt. Aaron Gove, of Denver, Col.; Supt. Charles W. Cole, of Albany, N. Y.; Supt. Frank D. Cooper, of Des Moines, Ia.; Supt. W. W. Chalmers, of Grand Rapids, Mich.; Supt. H. S. Tarbell, of Providence, R. I.; President W. H. Payne, of the University of Nashville, Tenn.; Supt. C. N. Jordan, of Minneapolis, Minn.; Miss Sarah L. Arnold, supervisor of primary schools, Minneapolis, Minn.; Supt. Orville T. Bright, of Cook county, Ill.; U. S. Commissioner William T. Harris; Dr. Frank McMurry



ORVILLE T. BRIGHT.

of Buffalo, N. Y.; Col. Francis W. Parker; President Charles De Garmo, of Swarthmore college, Pa.; State Supt. N. C. Schaeffer, of Pennsylvania; State Supt. J. R. Preston, of Mississippi; State Commissioner O. T. Corson, of Ohio; Prof. D. L. Kiehle, of the University of Minnesota; Prof. B. H. Hinsdale, of the University of Michigan; President A. S. Draper, of the University of Illinois; Dr. E. E. White; Prof. Albert Bushnell Hart, of Harvard university; Supt. A. P. Marble, of Omaha, Neb.; Supt. P. W. Search, of Los Angeles, Cal.; Supt. L. H. Jones, of Cleveland, O.; Inspector James L. Hughes, of Toronto, Canada; and Prin. Richard G. Boone, of



JAMES L. HUGHES.

the State normal school of Ypsilanti, Mich.

The teachers of Illinois have an object lesson before them demonstrating the need of character training and the state treasurer has robbed the state of \$356,000! The fault of the American people is its mad desire for money; this is spoken of the world over. The amounts that are robbed from banks, trust companies, and merchants and others is vast, and yet it hardly elicits comment. Such things in Europe are rare, and yet the children are taught to believe this country is far more civilized. The other fault is its turning over its public business to a political party to manage, instead of the selection of good men irrespective of party. Let the teachers know of these two giant faults, and instill in the minds of the children not only, but voice it in the community, that righteousness exalteth a nation.

Letters from numerous points inform THE JOURNAL that the subject of the National Currency is receiving attention in lyceums and debating associations. It is the subject Congress has labored over and is so divided on that nothing has been effected. It is the question of the hour undoubtedly, and every teacher should know the general ground differences. (1) There is a large and commanding party that propose to continue the plan of having all money worth what it pretends to be in gold. They say we suffered enormous losses by the depreciation during the war and after by our money being below its gold value. (2) There are those that think that the gold dollar costs more than the silver dollar and want all the silver dollars possible made—this is the party that calls for "cheap money." They fancy that a farmer can get a silver dollar easier than he can a gold dollar. (3) Another party are anxious the government should keep its presses going night and day and thus make a lot of paper money—that they think is cheaper than the silver money. These three parties so divide Congress that the currency bill that is needed will not be passed.

The newspapers contain most valuable articles; the *Times* shows that for the use of the greenbacks during the past 33 years, the people have had to pay nearly  $2\frac{1}{2}$  billion—and as the average circulation has been 400 million ( $2\frac{1}{2} \times 600$ ), the cost has been 600 per cent. or 18 per cent. per annum. This shows that cheap paper money is costly after all.

Suppose a man pays his annual expenses of (\$1000) with promissory notes and these go below par, so that people raise their prices and he gives \$1200 for what \$1000 in cash would buy; and when the \$1200 note is due he takes it up with a bond drawing 6 per cent. interest and so goes on for 30 years,

1 year expense \$1000	costs \$1200
2 " " 1000	" 1200, bond, \$1200
3 " " 1000	" 1200 " 2400
4 " " 1000	" 1200 " 3600

To the \$2400 is to be added the interest on \$1200 for one year and so on.

This illustrates the use of the greenbacks by the government. The idea that paper money is cheap is therefore erroneous. Men who understand finance here and in Europe tell us there is no such thing as cheap money. The banking men who must understand finance believe (1) the 500 millions of greenbacks should be exchanged for bonds bearing interest, (2) that banks only should issue paper money, they to keep enough gold and silver to redeem this. This would take the government out of the banking business; there would be then no inquiry whether the government had 50 or 75 millions of gold; now with 500 millions of greenbacks payable in gold and only 50 millions of gold there is anxiety. This is substantially President Cleveland's plan, which all the banking men in America and Europe agree is a correct one.

One correspondent J. G. M., who is in charge of a high school department, gives an interesting account of a debate that occurred on a Friday afternoon; several business men came in to hear. Another speaks of the fierce denunciations of New York bankers by one man at a meeting because they demand a gold standard; also of the remarks of a Scotch engineer in charge of the mines who showed the prosperity of England with her gold standard, "English money paper and gold goes everywhere; yours won't, only your gold and they would rather have English than American always." Another declares that the wildest notions prevail in Colorado concerning money. It is a subject that everybody needs to debate there.

The U. S. government has just bought 3,500 ounces of gold of nine hundred one-thousandths' fineness at \$17.80 per ounce, paying for it in 4 per cent. bonds \$62,317,500. The coinage rate is \$18.60 per ounce; the gold will be worth \$65,117,500, so there will be a profit of \$2,800,000. This shows the price the government got for its bonds to be \$104,494; that is thirty-year bonds bearing  $3\frac{1}{4}$  per cent. were worth this rate. Here is a good problem for the high school boys. Gold will be brought from Europe as merchandise.

The "Springer bill" was one to issue 500 million in bonds to fund the greenbacks; it was defeated, the Republicans and Democrats being about equally divided. In the debate some wanted the bonds payable in "coin," but the issue of bonds just made shows that bankers will pay  $\frac{1}{2}$  per cent. more for a gold bond than one where the payment is in "coin." That is, the government will pay in interest on these bonds in 30 years, 16 million more than it needed to; for if Congress would authorize an issue of gold bonds the bankers would take them at 3 per cent. All these points should be talked over in the high school classes.

Mr. Reed proposed to put the word "coin" in the place of "gold." This does not make it clear, for some men say "coin" may mean silver, and some say it only means gold. This ambiguity will not suit men who have money to invest. European capitalists will only take bonds that say "gold," for they fear there may be a party get in power that might interpret "coin" to be silver. Our politicians lack in straightforwardness.

## The School of Ethics, Plymouth, Mass

DEPARTMENT OF EDUCATION.

The success that attended the educational conference held last summer in connection with the school of ethics has induced the officers of the school to establish a department of education. While under the general management of the dean of the school the special direction of this department has been assigned to a special committee of three. It is proposed to hold a session during the summer of 1895 for two weeks beginning the latter part of July and closing about August 12.

It is not intended that this movement shall enter into competition with the ordinary summer school in giving instruction in the school subjects or in methods of teaching. Neither does it offer a program of disconnected addresses and discussions such as often characterize the teachers conventions. It will undertake to enter a field hitherto neglected, viz.: the consideration of education as a social and ethical force and its relations to other forces of this sort. Not less than one week will be devoted to some great central theme. Lectures will be given by eminent persons and frequent conferences will be held when there will be ample opportunity for full and free discussion.

Moreover the school of ethics, economics, politics, religions, and education is a highly unified constitution. It deals with social forces which are closely related and the importance of this relation is recognized. As far as possible the work of the several departments is correlated so that the student pursues the social problem of the day along converging lines. It is this feature that has warmly commended the school to many persons of culture. The educational worker who attends this school of ethics not only has the opportunity for the calm, deliberate, and intensive of broad educational questions, but he views his own department of work in the light of other social work. He mingles with men and women eminent in their several callings and is inspired by their presence and their words. He becomes conscious of the unity that characterizes all true effort for the social and ethical betterment of mankind. In organizing this new department the needs of teachers will not be overlooked. Round table conferences will be formed for the consideration of the principles of education and their application as suggested by lecturers.

Plymouth has every attraction as a summer home. Its historic associations, charming scenery, and its facilities for sailing and bathing, leave little to be desired.

Excellent accommodations may be had for moderate prices.

The active co-operation of persons interested is solicited in bringing notice of this movement to the attention of teachers and others.

This department of the school is in charge of such strong men as Supt. Samuel T. Dutton, of Brookline, Dr. Ray Greene Huling, of Cambridge, and Dr. Paul H. Hanus, of Harvard university.

## English Educational Journals.

The London *Journal of Education* circulates among the secondary schoolmasters of England and chronicles the doings of the large and important schools which lie between the state-aided elementary schools and the colleges of university rank. The secondary schoolmaster is very much in evidence just now; they are organizing themselves and have just applied to the board of trade for a charter of incorporation. The *Journal of Education* has played an important part in bringing this about by insisting in its columns on the urgent importance of the various large grammar and proprietary masters uniting to protect their interests in view of the government's decision to deal with secondary education, a royal commission on which is sitting at the present time. Important papers on educational subjects also occupy the *Journal's* columns, and to parents desirous of availing themselves of the many valuable scholarships and foundations open to competition at the various grammar schools the *Journal of Education* is invaluable. Elementary school questions from time to time are treated of by cultured contributors and are free from the bias of interested parties.

The *School Guardian* is the elementary school paper of the national or church society and gives its attention chiefly to the results of the government policy as affecting voluntary school managers. It is opposed, tooth and nail, to Mr. Acland, and seeks for perfect freedom with larger state aid. Its circulation is much below *The Schoolmaster*, and is chiefly supported by the clerical party.

The *School Board Chronicle* caters chiefly to clerks of school boards, and week by week devotes much space to board meetings and semi-legal information important to officials but dry reading to the public. Educational articles in the truest sense seldom appear in its columns.

(*The Schoolmaster*, of which Mr. I. J. Macnamara is the editor, has already been mentioned in previous issues of THE JOURNAL.)

## Berlin Letter.

While Germany has a sufficient number of training schools for teachers for the lower schools, there is a strong feeling that the teachers of the high schools—the gymnasia, realschulen, girls' higher schools, and universities, should have a better pedagogical preparation. True, in a number of the universities there are chairs of pedagogy, courses of lectures are given, and usually once a week a pedagogical seminar is held in which a number of the most interested students gather for discussion of pedagogical themes. Sometimes pupils are brought in, and an illustrative lesson given which is afterward criticised and discussed. While this is all good it is but a meager special training. Jena is the only university having a practice school connected with its pedagogical work, and Prof. Rein has made this so successful and popular that his *Seminar* has sixty-five members, most of whom are foreigners. Feeling, therefore, this want it has been proposed that pedagogical seminaries be founded on the following plan:

1. Students are to be received only after completing the university course and retained 2-4 years.
2. A limited number of students is to be admitted to each class, care being taken that they be men of about equal training or preparation.
3. The seminary is to train its students in special methods for the gymnasium and realschool, in didactics, in general pedagogics, and in school law.
4. It must lead them to a deeper knowledge of what they have already studied, and take them into new fields.
5. The members are to be practiced in the art of teaching by instructing classes themselves, and by visiting and observing class-work in other schools.
6. The state must not only support the schools, but also assist the students in their expenses, inasmuch as they are to devote their lives to the service of the state.

I spoke in my last letter of the decision of the minister of instruction not to ask the landtag for an increase of teachers' salaries, as the proposition would surely fail to pass. But the matter is not yet dead. Not only teachers and their friends, but the press have taken up the cause and are agitating it everywhere. There are over 12,000 teachers to-day in Prussia whose salaries for the year is from \$135 to \$185 and that too after at least ten years' service and 23,000 or one-third of the whole number who receive less than \$225. According to the minister, Dr. Bosse, they have not the actual necessities of life. He says he cannot answer for the prosperity of the schools if this continues, as good talent will not enter the field at such starvation wages. The secret of the unwillingness of the government to take up the matter lies in the fact that they are currying the favor of the agrarian members of the House. The farming communities object to paying the teachers more. And so the same reason that leads the government to exclude American pork leads them to hesitate to raise the question of teachers' salaries—it touches the pockets of the Agrarians.

There is another question connected with the salary question. It is feared by the church party that better salaries will make the teacher independent and lead to a complete severance of the school from the church, an end that nearly all school men devoutly wish for. While the schools are under state direction and have been repeatedly declared to be state institutions, the church still has a great deal to do with them. In small communities the teacher is also organist and warden of the church. The pastor is also local school inspector. The teachers seek to have these relations changed and would have the schools in reality what they are in name—state institutions.

Corporal punishment is practically abolished in the Berlin schools, and the sentiment is strongly opposed to it. If resorted to each case must be so carefully recorded and reported to the school authorities, that an excellent safeguard is provided to prevent its abuse. There certainly has been a marked change for the better in this respect during the last ten years.

Kindergartens, as many Americans would have them, that is as a part of the public school system, are not making much headway in Germany. They are encouraged as excellent places for the care of children whose parents are poor and must go out during the day to service, but not as a part of the educational system. Undoubtedly the American kindergartens are far superior to those of Germany. An enthusiastic American kindergarten teacher, who is now here studying Froebel and Pestalozzi, told me the other day that she did not believe in kindergartens as she finds them conducted in Berlin. Let us as American teachers be ready to adopt whatever is good in German education and improve upon it, as we have done with kindergartens.

Berlin, Jan. 30, 1895.

L. SEELEY.

The Hartford, Conn., *Courant*, in its issue of February 5, brings a long article on Berea college, the great Kentucky institution which admits negroes and whites on equal terms. The work of this institution was described in THE JOURNAL of March 31, 1894, by Rev. A. D. Mayo, whose efforts for the advancement of education in the South has made his name honored and beloved in this country.



## London Letter.

## DR. FITCH ON "SCIENCE" VERSUS "LITERATURE."

Since 1890 the assimilation of the students in the training colleges for elementary school teachers to the standard of graduates of the leading universities has been going on apace. The possession of a degree or of the intermediate art or science certificate from a university is now held to be an equivalent for a part of the teacher's certificate examination, and students are thus released from the necessity of being examined by the education department in certain subjects. Accordingly in most of the training colleges university classes are already formed in which the more promising students are reading with a view to matriculation or graduation.

But Dr. Fitch foresees a possible danger in this and in his valdictory report to the government raises a warning voice against the undue stress placed upon "Science" as against "Literature." In the exercise of the rather wide discretion which has thus been opened out to the college teachers, he hopes that they will hold fast by the formative and disciplinary studies and decline to be beguiled too far, by the rather importunate claims of the physical sciences for further recognition.

Whatever may be the demands of other professions it is certain that for the schoolmaster or mistress the prime requisite is general culture, and that the side of his mind which is concerned with literature, history, language, and philosophy has closer affinities with the business of teaching than any other. Acquaintance with the facts and phenomena of the visible world is necessary of course, and has perhaps been far too little insisted on in times past; but it is, and must ever be, secondary in importance for a teacher to the discipline of thought and the purification of taste.

Yet at this moment technical instruction and the study of physical laws are in the ascendant, and great expectations are entertained by the public of the excellent commercial and other practical results which will follow from the substitution of the knowledge of things for the knowledge of books. Gifted and influential men are the advocates of this reform. They have even contrived to appropriate the honored name of "science" for chemistry, mechanics, botany, and the study of material things, as if there were no other kind of learning which deserved the name, and as if organized and systematic knowledge of ethics, economics, mathematics, philology, or the laws of reasoning was not entitled to rank as science at all. This may represent only a transitory phase of opinion, but while it lasts it represents an inadequate conception of the nature of true learning and its relation to human progress. No one department of knowledge is entitled to monopolize the name of science; and the main question for the teacher is "What kind of science is best fitted to invigorate the understanding and to increase the learner's insight and general power?" The answer to this question will not always take the same form or enumerate subjects of study in the same order. But in the long run *literæ humaniores* will always be found among the chief agents in imparting the moral and spiritual influence which characterize the true teacher, as they are also the chief agents in awakening the finer instincts of his pupil. On this point Mr. Matthew Arnold strongly bears out Dr. Fitch; nineteen years ago this ever-to-be-remembered man of letters wrote the following words in a report to the government of the day:—

"The problem to be solved is a great deal more complicated than many of the friends of natural science suppose. They see clearly enough, for instance, how the working classes in their ignorance constantly violate the laws of health and suffer accordingly, and they look to a spread of some natural science as a remedy. What they do not see is, that to know the laws of health ever so exactly as a mere piece of positive knowledge will carry a man, in general, no great way. To have the power of using, which is the thing wished, these *data* of natural science a man must, in general, have first been in some measure *moralized*; and for moralizing him it will be found not easy, I think, to dispense with those old agents, letters, poetry, religion. So let not our teachers be led to imagine, whatever they may hear and see of the call for natural science, their literary cultivation is unimportant. The fruitful use of natural science itself depends in a very great degree on having effected in the whole man, by means of letters, a rise in what the political economists call the "standard of life."

## PERSONAL NOTES.

Dr. Fitch has been appointed to be president of the teachers' guild of Great Britain and Ireland, and will preside at a great conference to take place at Birmingham, on the 23rd, 24th, 25th, and 26th of April. He will deliver his presidential address on the evening of the 23rd of April, and will undoubtedly say many things which will be listened to with interest, the gathering will comprise all ranks of teachers from all parts of Great Britain and Ireland.

Mr. I. J. Macnamara has been elected vice-president of the National Union of Teachers, and will thus act in many instances as the spokesman of nigh 28,000 elementary school teachers.

The talented editor of the *Schoolmaster* is rapidly making his mark in the educational and political worlds. Since he was elected as a member of the London school board he has had two invitations to contest a seat for Parliament, but for the present, decides to devote his attention to education outside Parliament.

## Hawaii Letter.

The readers of THE JOURNAL evidently take much interest in Hawaiian affairs. Appreciating your difficulty in getting at the exact facts regarding our wars and rumors of wars I send you a brief account of our recent rebellion.

On Sunday, Jan. 6, a large shipment of arms and ammunition was landed a short distance out of Honolulu. Eight police officers, all natives but one, were sent, as soon as the report reached town, to search for the arms and report at once to the authorities. This was at 9 P. M. As they approached the house where the arms had been reported, they were met by a volley from rifles. This called perhaps half a dozen residents to the scene. The squad of police, nothing daunted at this reception, advanced and entered the house without further resistance. They searched the main part of the house without results. But upon approaching a boat house in the back yard a band of men armed with Winchester repeating rifles was discovered. The deputy-marshal, Mr. A. M. Brown, with magnificent daring, which seems to have carried him out of the realm of bravery and into that of rashness, threw himself at once into the midst of these men and thus made it almost impossible for them to use their rifles against him. The native policemen followed his example, and the war began. There seem to have been about 150 men on one side, armed with rifles, and on the other eight police officers, partially armed, and six or eight private citizens more or less armed, as the case might be with individuals. What the police intended to do I cannot understand. They certainly did not expect to make prisoners of the whole lot. What they did was to drive the crowd out like sheep. In the scrimmage one citizen, Hon. C. L. Carter, fell mortally wounded. He was one of the most promising young men in the islands, and will be long and deeply mourned. Two policemen were shot, but both will recover. The remaining force arrested the man who was seen to shoot Carter, and took a quantity of arms and ammunition. These they turned over to citizens and renewed the pursuit of the rebels. The Captain did not return till the next day, but the chase was not fruitful of any important results.

The rebel army was divided into two bodies. Monday morning all the private soldiers in one of these threw down their arms and scattered. The officers took to the lantana bushes which cover the country in that region. The other body was held together and succeeded in making an orderly retreat to the mountains. There their ingenuity seems to have been employed exclusively in one prolonged effort to avoid a fight. In this they were passably successful, though there were a few little skirmishes, in which they suffered slight losses. Besides those mentioned above the government forces lost one officer slightly wounded. The losses on the rebel side are not known at the time of this writing, but they probably did not exceed a dozen killed. After a hunt of eight days, for it is hardly right to call it a war, all the leaders were taken.

Meanwhile the government officers were busy ferreting out the instigators of the uprising and those who furnished the money. A number of white men have been arrested, including the captain of a little steamer, who is charged with landing the arms. Among the supporters of the Republic there is a manifest inclination to deal severely with these white men, and perhaps with a few of the native leaders. But the rank and file have little to fear for playing soldier a few hours or days, as the case may be. They are looked upon as dupes who showed no heart in the fight from the first. The white men who got up the rebellion would have commanded much more respect if they had found their way to the rebel headquarters and helped to use the guns. But not one of them did so.

The total number of prisoners taken to date is about 175, and the number is not likely to be greatly increased. No serious effort will be made to gather in all the common soldiers who were induced to carry rifles for a short time. Courts martial will try the prisoners. I anticipate severe sentences for the sea captain mentioned above, two or three of the military leaders, and such white men as may prove to have been prominent instigators of the revolt.

The capture of 175 rebels may seem to Americans a small matter, but to us it looks more serious. It takes but little calculation to see that 175 is a larger percentage of our population than 100,000 is of the population of the United States.

I shall visit Honolulu shortly, and then I hope to be able to write you on the Honolulu Teachers' Association. Our main work is progressing even better than last year.

Lahainaluna, H. I.

HENRY S. TOWNSEND.



## Letters.

### MICHIGAN.

IN THE SCHOOL JOURNAL of February 2, I noticed among the items from Michigan, the statement, on the authority of Mr. Grawn, that an army of 174,361 children were growing up in ignorance, etc.

The statement is very unfortunate and misleading, and is very wide of the truth, although I have no doubt Mr. Grawn made it in good faith.

His figures were obtained in this way: The school census of the state, as given in the last report of the state superintendent, gives the total number of children of school age in the state as 677,676, and the total number enrolled in the public schools during the last year as 455,598. It is estimated that 41,717 pupils attend select schools. Add these to the numbers in the public schools, and we have 497,315 as the whole number attending any school during the year, leaving 180,361 children of school age, not accounted for in the schools. Deduct from this number 6,000, who for various sufficient reasons cannot be in school, and we have the figures given in the item.

Now for an explanation which will relieve our good state from the disgrace of having over one-fourth of its children of school age, growing up in ignorance, and preparing themselves to swell the ranks of the "dangerous classes," and to increase the already large host of "illiterate" voters. The school census includes all children and young persons between the ages of 5 and 20—15 years. The regular schools, including a high school, provide a course of 12 years. The supposition is, that only pupils who go through the high schools will be in school even 12 years. It will be a very liberal calculation which grants that 10 per cent. of the children of the state enter the high schools. What of the other 90 per cent.? The courses of study in the rural schools and in the graded schools, below the high school, provide only for eight years of continuous work.

Suppose a child entered school at 6 years of age (instead of 5), he will have completed the course at 14, if he is in school all the time during these years; allowing him to be out one or two years, he will finish the course at 15 or 16. This fact is recognized by our law-makers, and the compulsory school law applies only to children between the ages of 8 and 14.

In view of these facts the children of the state are accounted for without supposing that a fourth of those who should be in school are out of it. Dividing the 677,676 by 15, the number of years included in the school census, we find that 45,178 children, on an average, belong in each year between 5 and 20. We have seen that nine-tenths of the children leave school legitimately as early as 16, and a large number one or two years earlier. The number of children in the years between 16 and 20, according to the calculation just made, would be 180,712.

The actual number is probably somewhat less than this, but after deducting the 10 per cent. who may be in the high schools, there will be, without reasonable doubt, 150,000. Deducting this from the 174,361 we have 24,361 as the number not in school. Even this I believe to be above the truth. Close figuring would reduce the number, I have no doubt, below 10,000; for we are to bear in mind that in many places it is deemed best that children should enter school at 6, instead of 5 years of age. It is safe to conclude that 10,000 out of the 45,178 at 5 years of age do not enter school because they are better off at home.

My own conclusion, from a careful examination of the facts in the case, is that the number of children out of school from truancy and other bad causes, is not above the number just named; that is, 10,000, and I incline to the opinion that it is less than that number.

None the less, I agree with Mr. Grawn in desiring an effective compulsory law. But I do not, in order to secure such a law, wish to make things appear a great deal worse than they really are.

*Ypsilanti, Michigan.*

DANIEL PUTNAM.

### SULLY'S "TEACHER'S HANDBOOK OF PSYCHOLOGY."

"I am about to issue a new and revised edition of 'The Teacher's Handbook of Psychology,' and as I wish to make it as useful as possible to teachers I shall be greatly obliged to principals of training colleges, lecturers on the theory of education, and others who know the special needs of young teachers, for any suggestion as to the directions in which they think the book might be improved. I should be still further indebted for any striking observations of children's mental characteristics as they reveal themselves under the processes of education, as well as for fresh illustrations of the effects on the young mind of methods of teaching which accord with the principles laid down, and still more of those which conflict with them.

"The more important points on which I invite information may be summarized as follows:

"(1) Observations of children's mental (intellectual and moral) characteristics, as opened up in the process of education, such as their ignorances, their preconceptions, and prejudices, the special directions of their observation and interest, their customary lines of mental association (sequence of ideas) their ways of interpreting language, their modes of judging and reasoning about things, as also their sensibility and insensibility, and their attitude towards moral discipline. (2) Illustrations of the practical bearing of principles, and more especially of the evils resulting from a neglect of them. These might be arranged under the heads successively dealt with in the volume, as errors in the training of attention, and the observing powers, memory, etc., or they might with advantage be brought under such heads as the following: (a) Misjudgment as to children's previous knowledge and mental capacity, as seen in springing the unknown upon unprepared minds, assigning too easy or too difficult tasks, etc.; (b) failure to recognize the natural forces and tendencies of the childish mind, as seen in their characteristic ways of imagining and reasoning; (c) inadequate recognition of the special lines of children's interest and curiosity, and more generally errors arising from imperfect sympathy with child-nature; (d) errors having their source in a slovenly and unintelligent handling of language, talking over children's heads, etc.; (e) errors connected with questioning, such as telling children what might be brought out by questioning, and the converse error—putting unsuitable questions—etc.; (f) errors in dealing with the feelings of children, including mistaken appeals to them, and equally mistaken neglect of them; (g) faults of government and discipline, mistaken attempts to correct and influence children.

"May I request contributors to send communications to me by the end of April next."

*East Heath Road, Hampstead, London, N. W. Jan. '95.*

[The above letter is reprinted from the current number of the *London Journal of Education*.]

JAMES SULLY.

We in Arkansas are anxious to get on a higher plane and do better work; but the obstacles are numerous. The standard of qualifications is low and very many of the county superintendents are incompetent. For many of the states the New Jersey plan is best—these officers are there appointed by a state board.

T. T.

[Probably; but suppose your state board is drenched with politics; that when it is Republican it appoints Republican superintendents and *vice versa* when the Democrats are in, selecting men who have bargained for votes under horse-sheds. That's the way it would be unless your state association get a law passed that would make up a state board of only the right men. How much are Arkansas teachers doing towards a better state of things? ED.]

## State Superintendents.

There have been changes in several state superintendencies. The following list gives the names of all superintendents holding office at present:

ALABAMA.—John O. Turner, elected Aug. 6, 1894, succeeding J. C. Harris.

ARIZONA.—F. J. Netherton.

ARKANSAS.—Junius Jordan, succeeds J. H. Shinn.

CALIFORNIA.—Samuel T. Black, succeeds J. W. Anderson.

COLORADO.—Mrs. A. J. Peavey, succeeds J. F. Murray.

CONNECTICUT.—Charles D. Hinee.

DELAWARE.—C. C. Tindal, succeeds Robert J. Reynolds.

FLORIDA.—W. N. Sheats.

GEORGIA.—G. R. Glenn, succeeds S. D. Bradwell.

IDAHO.—C. A. Forseman, of Lewiston, succeeds B. Byron Lower. The term began Jan., 1895.

ILLINOIS.—S. M. Inglis, of Carbondale, chosen at the last general election for four years, beginning with the second Monday in Jan., 1895. Succeeds Henry Raab.

INDIANA.—D. M. Geeting, succeeds H. D. Vories.

IOWA.—Henry Sabin.

KANSAS.—Edmund Stanley, of Lawrence, succeeds H. N. Gaines.

KENTUCKY.—E. P. Thompson.

LOUISIANA.—A. D. Lafargue.

MAINE.—N. A. Luce, reappointed.

MARYLAND.—E. E. Prettyman.

MASSACHUSETTS.—F. A. Hill.

MICHIGAN.—H. K. Pattengill.

MINNESOTA.—W. W. Pendergast, reappointed.

MISSISSIPPI.—J. R. Preston.

MISSOURI.—John R. Kirk, of Westport, succeeds L. E. Wolfe.

MONTANA.—E. A. Steere. Term expires Dec. 1896.

NEBRASKA.—H. R. Corbett, succeeds A. K. Goudy.

NEVADA.—H. C. Cutting, succeeds O. Ring.

NEW HAMPSHIRE.—Fred Gowan.

NEW JERSEY.—Addison B. Poland, re-appointed.

NEW YORK.—Charles R. Skinner, succeeds James F. Crooker, in April, 1895.

NORTH CAROLINA.—No change since Jan., 1893. John C. Scarborough is state superintendent. Term closes Jan., 1897. Mr. Scarborough served eight years previously, from Jan., '77, to Jan. '85.

NORTH DAKOTA.—Miss Emma F. Bates, succeeds Mrs. Laura J. Eisenhuth.

OHIO.—O. T. Corso.

OKLAHOMA.—E. D. Cameron, succeeds J. H. Parker.

OREGON.—G. M. Irwin, succeeds E. McElroy.

PENNSYLVANIA.—N. C. Schaeffer.

RHODE ISLAND.—T. Stockwell.

SOUTH CAROLINA.—W. D. Mayfield.

SOUTH DAKOTA.—Frank Crane, of Watertown, chosen at the last general election, succeeds Cortez Salmon.

TENNESSEE.—Frank M. Smith, re-elected Jan. 1895.

TEXAS.—J. M. Carlisle.

UTAH.—T. B. Lewis, appointed August, 1894, to succeed J. S. Boreman.

VERMONT.—M. S. Stone, re-elected.

VIRGINIA.—J. E. Massey.

WASHINGTON.—C. W. Bean.

WEST VIRGINIA.—V. A. Lewis.

WISCONSIN.—J. Q. Emery, of Albion, succeeds O. E. Wells.

WYOMING.—Miss Estelle Reel, of Cheyenne, elected November, 1894, succeeding S. F. Farwell.

## Unfortunate People.

who do not live near the leading dairy regions, can now use products of such dairies owing to the perfect preservation of milk in all of its mother purity, as accomplished in Borden's Peerless Brand Evaporated Cream.

THE SCHOOL JOURNAL, published weekly at \$2.50 per year, is the best paper for school boards, superintendents, principals, and all teachers who want to know of educational thought and movements. The news concerning new buildings, the additions of departments of music, drawing, gymnastics, etc., will be of great value. Already a number of teachers have, by consulting these notes, laid plans for better remuneration.

THE TEACHERS' INSTITUTE, at \$1.00 per year, is the excellence the educational magazine of the country; for teachers who want the best methods, and to grow pedagogically, that is the paper.

THE PRIMARY SCHOOL, at \$1.00 per year, is a right hand of help for the teacher of young children.

EDUCATIONAL FOUNDATIONS, at \$1.00 per year, is for students of pedagogy. It discusses the History, Principles, Methods, and Civics of Education, and Child Study.

OUR TIMES is for current news, 30 cents a year.

A superintendent will need THE SCHOOL JOURNAL; his assistants THE INSTITUTE and PRIMARY SCHOOL; the one interested in pedagogy will want FOUNDATIONS.

Earnest teachers seeking advancement take THE JOURNAL, INSTITUTE, and FOUNDATIONS.

# The Educational Field.

I. SCHOOL LAW AND RECENT LEGAL DECISIONS.  
II. BOARDS OF EDUCATION AND SUPERINTENDENTS.

III. LEADING EDUCATIONAL PUBLISHERS.  
IV. SCHOOL EQUIPMENT.

V. SCHOOL BUILDINGS.

## School Law. VI.

### Bible in the Public Schools.

REQUIREMENT—CONSTITUTIONAL PROVISIONS—RULES.

By D. R. FISHER.

GENERAL POWERS OF SCHOOL OFFICERS.

A general charge and supervision of schools include the power to make all reasonable rules and regulations for the discipline, government, and management of the schools. This power as given by law varies somewhat in different states. For example, in Alabama and Arkansas the superintendent of state education exercises a general supervision over all educational interests of the state. In California the state board of education is given the power to adopt rules and regulations, not inconsistent with the laws of the state, and the trustees of school districts and city boards of education are allowed to prescribe and enforce rules not inconsistent with law, or with those prescribed by the state board of education for the government of schools. In Colorado and Connecticut this power is delegated to the state board of education, but district directors and boards of school visitors "shall prescribe rules for the management and discipline of the public schools." In Delaware: "The school committee of each district may make regulations for the government of the schools." In Florida, Illinois, Iowa, Maine, Michigan, Nebraska, Nevada, New York, North Carolina, South Carolina, Texas, Vermont, and Wisconsin the general supervision over all the free public schools is given to the state superintendent with power to adopt such rules, regulations, forms, and instructions as shall be legally prescribed, to be transmitted to minor officers and teachers. In Indiana and Kansas, the county superintendent shall have the general superintendence of the schools. In other states these powers are delegated to the control of state boards of education to "make all needful rules and regulations for the government of public schools."

#### WHAT IS A REASONABLE RULE?

This is a question of law determinable by courts, or by officers, designated by law to pass upon questions arising in the administration of the school laws. The Iowa supreme court makes a general definition of a reasonable rule to be: "Any rule of the school, not subversive of the rights of the children or parents, or in conflict with humanity and the precepts of divine law, which tends to advance the object of the law in establishing public schools, must be considered reasonable and proper." (*Burdick v. Babcock, et al*, 31 Iowa, 562.)

#### RULES CONCERNING STUDIES.

The right to prescribe the general course of instruction and to direct what books shall be used must exist somewhere. The legislature have seen fit to repose the authority to determine this in the officers and boards above named, and the law says they may rightfully exercise it. If the right to direct the course of instruction and the books to be used is given, the right to enforce obedience to the determining power must manifestly exist or the determination will be ineffectual. It would be worse than idle to grant this power to direct, if any one can set at naught the action of school authority. A school committee may enforce obedience to all regulations within the scope of their authority. If they may select a book, they may require the use of the book selected. If a pupil may refuse reading in one book, he may in another. If he may decline to obey one requirement, rightfully made, then he may another, and the discipline of the school is at an end.

#### THE BIBLE IN THE SCHOOLS.

A determined effort has been made to avoid these conclusions by denying that the Bible as a book selected is one in which a pupil can be constitutionally compelled to read from the particular character of the book. The question, therefore, is whether, if a state legislature by statute directs any version of the Bible to be read in schools, and should impose the penalty of expulsion, in the case of refusal, such statute would be a violation of the constitution. It is held that the use of the Bible as a reading book is not prohibited by any express language of the constitution (38 Me., 379).

If it be a book which may be directed, within the spirit and

meaning of the constitution, to be used in schools, it is obvious that its use may be required by all; for a regulation which any scholar may violate with impunity would cease to have the force and effect of a rule (38 Me., 379).

The practice of opening school exercises by reading from the scriptures has been repeatedly attacked as sectarianism, but the constitutionality of the practice has been generally upheld. (See 61 Am. Dec., 256.) A requirement by the superintending committee that the Protestant version of the Bible should be read in the schools by scholars able to read, is in violation of no constitutional provision and is binding upon all members of the schools, though composed of divers religious sects. (21 Am. Ency. of Law, 776.)

The supreme court of Massachusetts in a well considered case holds that a school committee may require the schools to be opened each morning with reading from the Bible and with prayer. (See *Spiller v. Woodburn*, 12 Allen, Mass., 127.)

It has been held in the inferior courts of some states that a regulation of a school committee requiring the pupils to "learn the ten commandments and repeat them once a week," is in no wise an infraction of the constitutional provision which secures to all, liberty of conscience and worship. The authority of a parent who may object to the use of a particular version of the Bible, cannot justify the disobedience, by a pupil, of the regulation of a school. (See *Wall v. Cooke*, 7 Am. Law Reg., 417.) Similar views have been expressed by the Illinois supreme court in a highly interesting case of McCormack v. Burt (95 Ill., 263 S. C., 35 Am. Rep., 163).

A statute enacted by the Iowa legislature providing that the Bible should not be excluded from any school or institution in the state was declared to be constitutional by the highest court thereof. (*Moore v. Monroe* 64, Iowa 367.) In this case, however, it was held to be a matter of individual option with the teachers as to whether or not they would use the Bible in their schools, such option being only restricted by the provision that no pupil should be required to read it contrary to the wishes of his parent or guardian.

The Ohio supreme court decided that the constitution of the state did not require religious instruction, or the reading of religious books, in the public schools, and that the legislature having placed the management and control of the schools exclusively in the hands of the board of education, the courts could not enjoin them from enforcing a resolution discontinuing the reading of the Bible during school exercises, the constitutionality of the rule requiring the Bible to be read not being touched upon. (See *B'd Education v. Minor* 13 Am. Rep., 232.)

The only decision brought to our knowledge directly holding the practice of reading the Bible in the public schools to be unconstitutional, was recently rendered by the supreme court of Wisconsin. This decision, however, is founded on particular constitutional and statutory provisions, existing in the state. (See *State v. School Dist. No. 876*, Wis. 177.) In this case the court took the view that the use of any version of the Bible as a text-book in the public schools, and the stated reading thereof by the teachers, without restriction, though unaccompanied by any comment, had "a tendency to inculcate sectarian ideas," within the meaning of the following statute: "No text-book shall be permitted in any free school which will have a tendency to inculcate sectarian ideas." (Sec. 3 Ch. 251, 1883.) Further, that it also amounted to "sectarian instruction" within the meaning of Sec. 3, Art. 10 of the constitution providing that sectarian instruction should be allowed in the district schools of the state. It also held, even where children whose parents objected were at liberty to withdraw from the school-room during the reading, did not remove the ground for complaint; that the stated reading of the Bible as a text-book in the public schools is "worship," and the school-room therefore made a place of worship within the constitutional prohibition that no man shall be compelled to erect or support a place of public worship.

It is the opinion of the writer that the Wisconsin supreme court used the Bible question as a scapegoat to overrule the compulsory educational law which had proved so unpopular in the state where a large number of the pupils were of parents of foreign birth. The court modified its ruling to the extent of holding that a text-book founded upon the fundamental teachings of the Bible or which contains extracts therefrom, and such portions of the Bible as are not sectarian, might be used in secular instruction of the pupils and to inculcate good morals.



## Boards of Education.

(MATTERS OF PARTICULAR INTEREST TO SCHOOL OFFICERS.)

The Indiana legislature is considering a bill which provides that a special tax shall be levied for the three educational institutions supported by the state. The bill provides for a tax of one-eighth of a mill for the state university, one-sixteenth of a mill for the state normal school, and one-sixteenth of a mill for Purdue university. The representatives of the three interested institutions have agreed to stand together in support of this bill.

A favorable report has been made on the bill prepared by the St. Louis, Mo., teachers' committee providing for a system of teachers' pensions. The plan proposed seems to meet the approval of the legislators and some of the members of the education committee are enthusiastically supporting it. It provides for a board of trustees who are authorized to receive legacies and endowments to be applied to the pensions, and all teachers who choose to do so may contribute one per cent. of their salary to the fund.

A movement has been started in Minnesota to regulate child labor. The legislature will be asked to take speedy action. A bill has been introduced in the house providing that no child under fourteen years of age shall be employed in any factory, workshop, mine, elevator, or mercantile establishment. An exception is made "whenever it appears that the labor of any minor twelve years of age who is able to read and write the English language and who would be debarred from employment under this act, is necessary for the support of the family to which said minor belongs, or for his own support." In this case "the school board of the city or town in which said minor resides may, in the exercise of their discretion, issue a permit in writing authorizing the employment of such minor within such times as they may establish."

A bill has been introduced in the Connecticut assembly, providing that no school visitor shall be employed to teach in the public schools; that no certificate other than the diploma of the state normal school shall be required of applicants; and that no district committee man shall employ a member of his family to teach, unless having gotten permission by a majority vote of the district. The second provision is arousing a great deal of discussion, but it is in the right direction, and should be adopted.

West Virginia cannot afford to allow its legislature to cut down the appropriations for the educational institutions of the state. They need as much, and more money this year than last year. There is no necessity for a good many of the new political offices created by the present legislature. The finance committee of the house of delegates should be severely rebuked for its attempt to rob the schools of necessary funds.

Pennsylvania is now getting ready to place a new compulsory education law on her statute books. Threats of "fines" and "imprisonment" are a feature of one of the bills now before the legislature.

### New York.

State Supt. Crooker's term of office terminates in April. He will be succeeded by THE JOURNAL's candidate, Mr. Charles R. Skinner, who has faithfully served the department for many years, and has shown himself eminently capable of directing the educational affairs of the state. Meanwhile there is much speculation in high school circles as to what attitude the new superintendent will take toward the regents. Mr. Crooker's opinions on this point are well known. He is opposed to the present bi-headed public school system on the ground that it diverts from the support of the common schools a large amount of the state moneys which is their due. His arguments are reiterated in his annual report issued this week. He enters a forcible protest against the continuance of the "Regents of the University of the state of New York." His report will stir up a renewal of the heated discussions of last year.

Mr. Crooker gives the following illustrations to show the unfairness of the present system:

In the same county there are two districts, one in a city, rich, progressive, and abounding in educational institutions of the highest order; the other, a country district in an adjoining town, a poor, unproductive farming section, with small assessed valuation and barely able to pay its necessary taxes. Both receive the same quota, based on the general apportionment made by the department of public instruction, after which the stronger one in the city gets from the regents an additional allowance of several hundred dollars, in some cases several thousand, for simply taking the examinations prepared by them for the higher grades of pupils, a privilege the poorer district cannot hope to obtain. Every extra dollar given to the richer district robs the poorer ones of a share of an equal amount. "There is no excuse or argu-

ment for sustaining such a palpably inequitable system."

The questions are often asked, the report says, what authority have the regents over the public schools, or what are their relations with them? They have no authority whatever over the schools, either in their organization or management, their curricula, the hiring or licensing of teachers, the boundaries of districts, the settling of disputes, or any other rules or regulations connected with their management or existence. Their relations to them are limited to the use of their system of examinations, and this is entirely voluntary on the part of the schools. Nevertheless the term "Regents of the University of the State of New York" is to many a high sounding title, and to some to be "under the regents," as it is termed, is considered a great privilege.

The report adds: "All the sophistry and exparte arguments that have ever been produced cannot excuse the folly of the state maintaining at an enormous expense such an adjunct to the department of public instruction. The state appropriation yearly for the support of the regents is over \$185,500. This I consider a useless expense, so far as the interests of a great majority of the public schools are concerned. I must, therefore, earnestly protest once more against the dual system and plan of taking away any portion of the state moneys from the common school fund for the purpose of sustaining two educational departments and practicing favoritism toward one branch of the school system at the expense of another. It is radically and inexcusably wrong."

The report urges that measures be taken to compel districts, with perhaps a few exceptions, to raise an equal amount, at least, to that received from the state treasury for the payment of teachers' wages and incidental expenses, as an average of \$8.75 per week for teachers' salaries in country schools is entirely too small to provide efficient teachers.

The report recommends an increase in the salaries of school commissioners, the extra compensation to come from local taxation. The commissioners now receive \$1,000 a year, and their duties are very arduous. It is also recommended that commissioners be appointed by competent authority, after a civil service examination, instead of being elected, as at present.

A new plan of apportioning the public school moneys is suggested in the report. It is to change the present inequitable system of giving each district, rich and poor alike, the lump sum of \$10, called a district quota, to each teacher employed.

### RURAL SCHOOLS AND SCHOOLMASTERS

The New York *Sun* in an editorial article refers to some striking contrasts between the opportunities for education in the cities and in the rural districts, which Supt. Crooker points out in his report. It is shown that while the country school-houses number 12,005 and the city school-houses only 658, the aggregate value of the latter is \$37,108,595 and of the former \$15,917,724. Nor do the advantages of the cities stop with the greater economy and comfort of individual school buildings many times larger than those in the country. The number of pupils enrolled in the city schools is almost twice as large as that returned for the country schools, while the average salary paid to city school teachers is considerably more than twice the amount paid to the rural school teacher. The *Sun's* comments on the salaries of teachers, "the uniform level of mediocrity" to which the standard of instruction has been reduced by those in charge of the schools, and the possibilities of a teacher's influence in shaping the future careers of his pupils, afford much food for reflection. It says in part:

"This matter of salaries in both city and country is a most difficult question for equitable settlement. A really first-class teacher is worth far more to the school which enjoys his services than any money compensation can indicate. Such a man will give each boy under his control that impetus toward farming, or bricklaying, or storekeeping, or doctoring, or preaching, or practicing law which his natural bent and faculties incline him to follow. On this account a sympathetic, able teacher is a great economy to the body politic, because he prevents by his influence and foresight the fruitless attempts of parents to make 'silk purses out of sows' ears.' On the other hand he often rescues a boy fit for better things from the crushing weight of some wholly uncongenial occupation."

"The trouble is, however, that in the present day of machine-made teachers and machine-made scholars, the whole aim of superintendents and school boards seems to be directed toward the accomplishment of a uniform level of mediocrity in both teachers and scholars. The parrot-stuffing method in vogue in our cities, and for all we know in the country districts also, is calculated to destroy the individuality of both teacher and pupil so far as they have any influence upon each other. The notion that the primary education of boys and girls is undertaken by the state in order that the said boys and girls may be able to pass examinations with the smallest possible knowledge of letters and the largest supply of ready-made answers, is most baneful and pernicious in its effects. And it may be that the small country school-house is all the better for its removal from the influences of that surface uniformity so much sought after by the men who have the control of public education in our large cities."

"It is melancholy to think that the average salary of a country schoolmaster in the great and wealthy state of New York is only \$306.32. The state has already done its share in helping to provide salaries for teachers, and any real general increase in this small stipend must come from local appreciation of the benefits of efficient education. We should like to ask some of the men prominent in business, professional, or political circles in New York to-day who were brought up in rural districts in this state how much they owe to the influence of their schoolmasters. It would probably be shown that the country schoolmasters who flourished between 1830 and 1850 are responsible for the first kindling of the spirit which made their scholars so successful in after life."



Alabama should adopt the suggestion made by ex-State Supt. Solomon Palmer and endorsed by State Supt. John O. Turner, to so change its constitution that it will permit localities to tax themselves for the better support of the schools. The present law is altogether too restrictive as regards local taxation, particularly for school purposes.

An investigation of the Indianapolis school board has been ordered. The financial methods particularly are to be thoroughly examined. It appears that the board as at present constituted is responsible to no one for its conduct. It fixes its tax levy; spends the money; runs into debt; and there is no one to review its action, or call a halt, no matter what extravagant course it may enter on.

The reading of the Bible in the public schools is not nearly so common as a few years past. Protests are constantly being waged against the action of school boards for abolishing religious exercises in many city schools. In response to a popular uprising recently at Ansonia, Conn., where religious exercises had been abandoned, the board declared its willingness to permit teachers to recite the Lord's prayer, but objected to the scholars being forced to repeat it.

Mason City, Iowa, organized a manual training school two years ago. A spacious and well equipped room in the basement of the new high school building has been set apart for its use. Daily instruction is given in drawing and wood work. All boys above the eighth grade, wishing to take the work, may do so by agreeing to remain in the department during the school year. Each one has individual instruction, and is permitted to advance as rapidly as he is capable. Mr. W. A. Hicks, the supervisor of drawing and penmanship, has charge of the work.

Chillicothe, Ohio, is discussing the feasibility of the introduction of a plan in many respects similar to the one inaugurated in Pueblo, Colorado, by Supt. Search, now superintendent of Los Angeles, Cal. The *News* of that city has taken up the matter and pushes it with commendable vigor. The idea is to divide the grades as at present constituted into classes of fifteen or twenty, and promoting the pupils individually according to their progress and aptitude. The *News* rightly believes that this "would increase the efficiency of public school instruction in a great measure and do away with many evils that necessarily exist under the present iron-clad system."

The free text-book plan has now been pretty generally adopted in this country. In Canada also there seems to be many towns ready to adopt it. Toronto, which always takes the lead in matters relating to educational advancement, has tried it for some time and is well satisfied with it. The cost to the city for books during 1894 amounted to \$8,900, thus averaging about 30 cents a pupil for the year. The books are frequently examined by officers in the employment of the school board and the pupils are held responsible for loss or damage to them. The responsibility and supervision certainly have great value not only as money saving agencies but as a means of discipline, teaching the children habits of carefulness and honor in dealing with what is temporarily entrusted to them.

The Brooklyn principals are a remarkable set of men; they don't lean on their superintendents. If there is any action needed they meet and act. Lately there was some legislation proposed relative to reducing the size of the board of education; the principals met and protested vigorously. They seem to consider the superintendent as having only advisory powers, and are not worried over his action. They take pains to know the members of the board, and the board often visiting the schools become acquainted with their needs, and personally know the principals, hence no action is taken without consulting them. In no other city do the principals stand in this unique position.

Free text-books are now furnished to many schools. The problem that troubles most boards of education in cities that have adopted the system is how to control the supply and keep the expense within reasonable bounds. Detroit has a plan that seems to solve the difficulty. A principal who wants a supply is asked to fill out a prescribed order form. The janitor takes it to the office of the board of education where the order is filled and a receipt taken for the books. During the last two years 200,000 volumes have been issued. Only a few hundred have been returned for repair. For malicious or unnecessary damage a fine is imposed upon the pupil, ranging from one cent up to the full value of the book. On the inside of each one a record blank is pasted on which each fine must be entered. Considering the wear and tear the books are subjected to, the damage is relatively light and the percentage of malicious damage is very small. A text-book's usefulness is not really at an end until there is not a perfect leaf left, as the whole sheets are used to fill up gaps in other damaged books which are sent to the binder to be re-stitched and, if necessary, recovered or the cover may only need a little fixing. The work costs from 10 to 35 cents. It is said that exclusive of the high school catalogue the supply list includes

130 different text-books. Of these 40 are readers of various grades and issued by different publishing houses. The board's office stock comprises from 3,000 to 4,000 volumes, not including drawing books, maps, etc.

The new high school at Wellesley is pronounced by an expert to be the best ventilated school building in Massachusetts. The plans for heating and ventilating this school were prepared under the direction of the state police. An examination of the school was made Jan. 15, 1895, under the following conditions: Cloudy, light southwesterly breeze; temperature, 29°; humidity, 56 per cent. of saturation; barometer, 30.4; indirect steam-gravity system. In the main school-room, with seventy-two seats, the supply of air at inlets was 7491 cubic feet for each pupil; amount exhausted at the outlets, 8663 cubic feet, or 120 cubic feet for each seat. The temperature of the room averaged 68½°, with not over one degree difference between different parts of the room at top of pupils' desks. In the occupied class-rooms the supply of fresh air ranged about 66.57 to 154 cubic feet per seat, and the exhaust from 66.21 to 109.72 cubic feet per seat. Part of the rooms were unoccupied, but the supply and exhaust were just about as good as in the occupied rooms. The temperature in all the rooms was very even in the different parts, and no uncomfortable draughts were noticed in any of the rooms. Without including a good supply of fresh air coming into the corridors through the foot-warmers, there was being supplied 18,832 cubic feet of fresh air per minute. The exhaust was 23,181 cubic feet per minute. The steam gauge on the boiler showed from 5.75 to 6.5 pounds.

Those who think that the new education schools neglect the requirements of practical life are greatly mistaken. The Springfield, Mass., schools have been brought into the front ranks of the progressives under Supt. Balliet, and anyone who has spent a day or more in observing the instruction given there will agree that the new education gives a better preparation for life than the old *text-book teaching*. One feature introduced there only a few days ago affords a proof for the soundness of this view. For studying the composition of foods and discovering what are the cheapest and most economical nutritives the following plan has been adopted. A case containing twelve different foods, each weighing a pound, will be sent to different schools. Each substance has been analyzed by a class in the school of technology and the compounding of the materials is clearly shown. For instance, an apple has its parts separated into bottles under the heads proteids, mineral matter, water, sugar, acid, pectine, and cellulose, and each vessel is labeled with the exact amount which it contains, so that a pupil studying physiology could, by going to the case and reading the bottles, make a most careful and comprehensive study. Besides the case, charts showing the different amounts of foods which can be obtained for twenty-five cents, are conspicuously placed and thus the relative values are ascertained. This teaching is certainly of greater practical value than committing to memory a number of formulas whose significance is not at all clear to the learners.

### School-Room Ventilation as an Investment.

Public indifference to hygienic requirements was significantly illustrated lately in a busy manufacturing settlement in the state of Massachusetts. The city of L— had erected and equipped a costly high school edifice with a corps of highly paid instructors, to initiate in the more advanced branches of scholarship at the public charge pupils of whom only a minority could hope to utilize these expensive accomplishments in every-day life. All seems to have been regarded with complacency until the charge for an unusually complete ventilating apparatus was encountered. One would have thought that all pupils, whether or not able to solve a problem in differential calculus or to construe a line of Virgil, would have excellent use for their own bodies; but neither this consideration nor the almost infinitesimal magnitude of this particular outlay—an outlay which, including current expenses and interest on capital, was about half a cent per occupant daily, in comparison with the strictly scholastic expenses—sufficed to reconcile the objectors to such unheard-of extravagance! Poverty of valid arguments was compensated by strength of epithets, and such expressions as "cranky" and "visionary" were freely applied to those who had thought it improper that rooms packed with adolescent humanity and seldom, alas! quite free from victims of contagious diseases, should be unprovided with at least a sufficiency of breathing air. The incident showed that even in cultured New England there was a minority—fortunately, a minority only—not yet emancipated from the mediæval fantasy which condemned Nature, and which regarded the soul and the body as hostile entities, both indeed corrupt, but the latter only hopelessly so, and fit only to be "mortified" and suppressed. A strange infatuation, surely, to have held its ground for nineteen centuries, in the face of the lesson left by the matchless educators of Hellas in the harmonious development of every faculty and every sense!

—George H. Knight, in *The Popular Science Monthly*.

## Publishers of Educational Books.

## J. B. Lippincott Company.

The founder of this great Philadelphia publishing house was *Mr. Joshua B. Lippincott*, to whom Philadelphia owes, besides the establishment of this notable house, many public-spirited acts



J. B. LIPPINCOTT.

and a devotion to her interests characterized by the energy which was one of his life-long traits. About 1827 Mr. Lippincott entered the store of a bookseller named Clarke, and remained with him till 1831 when his employer failed in business. The energy and sterling worth of the young clerk, then only eighteen, were immediately recognized by the creditors, who placed him in charge of the store. He carried on the business in their interest until 1836, when he purchased it for himself and continued it in the same quarters. The name of the new firm thus started was significant of the enterprising young personality behind it. It was at the beginning as it was for fifty years—with the single exception of a term of five years—J. B. Lippincott & Co.

The business at first was largely confined to the publication of Bibles and prayer-books. Mr. Lippincott's practical knowledge of his trade enabled him to turn out work stamped with an individuality which could not be duplicated by competing firms. Thus the Lippincott styles gained a reputation which made them a necessity to every bookseller in the country. The young publisher also acquired at a great advantage other important works such as the "Comprehensive Commentary of the Bible" and the "Encyclopedia of Religious Knowledge," which were considered large undertakings in those early days, and showed his characteristic traits of courage and wide business views.

During the period ending with 1850 the trade grew steadily, and brought fortune to the head of the house. Mr. Lippincott then resolved to take a bold step which would advance his interests in many fields and practically place him at the head of the book business in Philadelphia. It would at the same time, though this was a minor consideration of sentiment, merge his house with one of the oldest concerns in the country, thus carrying his business lineage back to the earliest days of the Republic. He determined to buy out the house of Grigg, Elliott & Co., which had been established by Benjamin Johnson in the previous century. This concern was at the time of its purchase perhaps the most successful book house in America.



THOMAS P. BACON.

In combination with some of its members Mr. Lippincott formed a new firm under the name of Lippincott, Grambo & Co. The old Lippincott building having become too small for the combined trades of bookselling, publishing, and stationery, into which this firm now entered, Mr. Lippincott took possession of the large store vacated by Grigg, Elliott & Co. This building likewise soon became inadequate for the growing business and a new six-story structure was erected to be followed soon after by the addition of a manufactory of nearly equal extent. The firm of Lippincott, Grambo & Co. expired by limitation in 1855. Mr. Grambo then withdrew, and the original title of J. B. Lippincott & Co. was resumed, to remain unchanged for thirty years.

In 1885 Mr. Lippincott turned the partnership into a stock company, with a capital of one million dollars, entitled the J. B.

Lippincott Company, of which he was president until his death. He died January 5, 1886, closing a career full to its last days of active industry, of public usefulness, and of exalted character. At this time Mr. Craigie Lippincott assumed the presidency and Mr. J. Bertram Lippincott the vice-presidency of the company. Associated with them as directors are Mr. Julien Shoemaker, Mr. Thos. P. Bacon, Mr. Walter Lippincott, and Mr. R. P. Morton, secretary and treasurer.



JULIEN SHOEMAKER.

The Philadelphia home of the J. B. Lippincott Company consists of two large buildings, at 715 and 717 Market street and 714 to 720 Filbert street. The Market street building was completed in 1862 and the Filbert street building eight years later. The Market street hall is a massive marble structure six stories high. The Filbert street front is of brick, and reaches to eight stories, including the sub-cellar and the basement. The two buildings cover at an equal elevation the whole depth of the area of over 366 feet, with 45 feet of frontage on Market street and 100 feet on Filbert street. Some idea of their magnitude may be realized when it is stated that the floor space available for business purposes in these buildings aggregates 125,000 square feet.

A visit to these buildings would be a source of endless surprises to one unacquainted with the area of the establishment and the details of the many trades carried on under its two enormous roofs. If the visitor were so inclined he might watch the operations, interesting and instructive in their thorough system, of one of the largest stationery trades in the country. He might also follow a book or magazine through all its various developments, beginning with the receipt of the manuscript and finally seeing the completed volume laid on the retail counter.

Among the standard works published by the J. B. Lippincott Company are "Allibone's Dictionary of Authors" and its recent "Supplement," both monuments of scholarship and business enterprise; the "Pronouncing Gazetteer of the World," acknowledged to be unrivaled in its field; the "Pronouncing Dictionary of Biography and Mythology," a single exhaustive volume of over 2,300 pages; the "Chambers's Encyclopedia," just reaching completion in a new edition; "Worcester's Standard Dictionaries;" the "Works of Dickens," issued under direct arrangements with the original English publishers; the "Works of Thackeray," under similar arrangements with Thackeray's English publishers; the "Works of Bulwer;" and the "Library Edition of the Waverley Novels." The publication of standard medical works has always been a specialty with the Lippincott Company. From the subscription department emanate the *International Medical Magazine*, *The International Clinics*, *Keating's Diseases of Children*, *McClellan's Regional Anatomy*, *Burnett's Diseases of the Ear, Nose, and Throat*, etc., etc., each one an approved authority in its field. Among other publications bearing the Lippincott imprint are the "United States Dispensary," Agnew's "Surgery," Da Costa's "Medical Diagnosis," Duhring's "Diseases of the Skin," Garretson's "Oral Surgery," Leidy's "Anatomy," Remington's "Pharmacy," Thomas' "Medical Dictionary," Wood's "Therapeutics," and Wormley's "Poisons," all of which have become established necessities to physicians and students.

From the educational department issue Worcester's "School Dictionaries," Chauvet's "Geometry," Sharpless and Phillips' "Astronomy," Cutter's "Physiology," and sundry other text-books indispensable to instructors and schools. These are only a few chance selections from the long lists of important works which have owed their production to the Lippincott house. The catalogue of its publications alone includes over two thousand entries, while the additions to its lists average annually about a hundred volumes and are constantly increasing. Biography, history, theology, medicine, education, and fiction are all fully and ably represented. A monthly publication that is well known to all who take an interest in contemporary literature is *Lippincott's Magazine*. It was planned and established by the elder Mr. Lippincott in 1868, has had a flourishing career, and ushered into being not a few of the modern standards



FRANK WOOD.



HORACE RIDINGS.



in fiction and literature. Its distinguishing feature is the issue of a complete novel in each number. It is one of the most attractive magazines now published.

We present five portraits of members of the J. B. Lippincott Company. Mr. J. Bertram Lippincott, vice-president; Messrs. Julien Shoemaker and Thomas P. Bacon, two of the directors; Mr. Frank Wood, manager of the publishing establishment; and Mr. Horace Ridings, the head salesman. We regret that we cannot present the portraits of Mr. Craig Lippincott, the president, and Mr. Walter Lippincott, one of the directors.

## School Equipment.

Under this head are presented articles and notes on methods of school equipment, the latest improvements in teaching apparatus, and school and kindergarten supplies in general, heating and ventilating systems, text-book changes, new school books, etc.

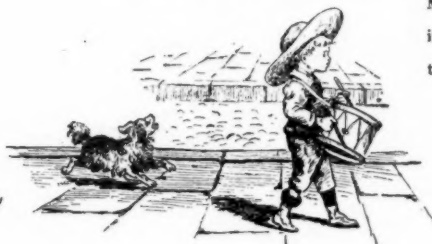
### New Vertical Writing Publications.

The article on "Vertical Writing Systems" in THE JOURNAL of February 19, has attracted much attention. Since then we have learned that Messrs. D. C. Heath & Co., have under way a series of vertical writing copy books prepared by Messrs. Newland & Row, of Kingston, Ontario, whose success in this special line of work has attracted much attention and of which frequent mention was made in THE JOURNAL last year. As soon as the series is published a description and specimen head lines will be presented.

Another new comer in this line is the vertical script primer published by Messrs. Putnam & Co., New York. It forms a very desirable introduction to writing exercises, giving, as it does, to the child clear ideas of the forms of letters and words. Those who are using the script method of teaching reading will see many other valuable advantages in this primer. Messrs. Potter & Putnam are making a specialty of script publications. Accompanying this note is presented a portion of a specimen page of the primer.

16

Tom's Drum.

his  
do, doesnot  
like

to drum big drum

See Tom and his big drum.

Tom does not like a little drum.

He likes a big drum.

Do you see his big hat?

### Book Covers.

Where the free text-book plan has been adopted, it is expected that the same book will be used by three or four different pupils successively. There has been much complaint of these transfers on the ground that they are violations of the laws of health and cleanliness. But there is an antidote for this one objection. The schools should provide adjustable book covers which receiving the soiling of a year are removed, and a clean one adjusted when the

book passes to a new pupil. In Massachusetts, Maine, New Hampshire, New Jersey, Pennsylvania, and other free text-book states, almost every city or town school board composed of progressive, energetic men, have adopted such book covers on the score of economy, cleanliness, and uniformity in the school-room.

The Pennsylvania State Medical association last summer recommended such a system as a preventive for disseminating disease.

The manufacture of book covers has thus grown into a recognized industry. They are made by machinery at a less price than any mother could find suitable material for and saves this overburdened parent a great amount of worry, labor, and annoyance.

Home-made covers have not produced the proper results; their operation has proved desultory, some books covered and some not, and the benefit of a system is lacking. The New York Sun says: "Dr. Cyrus Edson, medical commissioner of the city of New York, reporting on the spread of contagious diseases, states that the *muslin book cover must go*, and be replaced by a hard paper to which germs do not stick. A new cover means a clean cover and a minimum of danger." The New York World writes: "Dr. Moreau Morris reported to President Wilson of the New York board of health, the result of his investigations of the causes of the spread of diphtheria and other diseases in the public schools — *muslin book covers should not be used*."

It would therefore seem wise for school boards operated under free text-book laws to inform themselves about this subject by getting the opinion of other school boards which employ such a system. Consultation of the advertising columns of THE JOURNAL will also give valuable information relating to cheap and practical book covers.

### New Text-Books.

#### American Book Company.

The Academic French Course, First Year, in Accordance with the Latest Grammatical Rules, adopted by the French Academy. By Antoine Muzarelli. (\$1.00.)

Second Book in Physiology and Hygiene. By J. H. Kellogg, M.D. (.80.)

Introductory Lessons in English Grammar for Use in Intermediate Grades, by Wm. H. Maxwell, M.A. (.40.)

Elementary Lessons in Algebra. By Stewart B. Sabin and Charles D. Lowry. (.50.)

Robinson's New Intellectual Arithmetic. (.35.)

#### Ginn & Co.

The Contemporary French Writers. Selections from the French writers of the second part of the 19th century, with literary notices, and historical, geographical, etymological, grammatical, and explanatory notes. By Mlle. Rosine Melle. (.85.)

Tacitus Dialogus De Oratoribus. Edited with introduction, notes, and indexes, by Charles Edward Bennett. (.50.)

Thucydides, Book III. Edited on the basis of the Classen-Steup edition, by Charles Forster Smith. (\$1.75.)

Homer's Odyssey, Books V-VIII. Edited on the basis of the Ameis-Hentze edition, by B. Perrin. (\$1.50.)

A Preparatory German Reader for Beginners. By C. L. Van Dael. (.45, mailing price).

The Gate to the Anabasis, with colloquia, notes, and vocabulary. By Clarence W. Gleason, A.M. (.45.)

An Elementary Chemistry. By George Rantoul White, A.M. (\$1.10.)

A Scientific French Reader. Edited with introduction, notes, and vocabulary. By Alexander W. Herdler. (.85.)

An Introduction to French Authors, Being a Reader for Beginners. By Alphonse N. Van Dael.

Difficult Modern French. Choice extracts from the most difficult modern literature. By Albert Leune. (.85.)

The Roman Pronunciation of Latin. Why we use it and how to use it. By Frances E. Lord. (.40.)

The First Latin Book. By William C. Collar, A.M., and M. Grant Daniell, A.M.

A Practical German Grammar. By William Eysenbach. Revised and largely rewritten, with notes to the exercises, and vocabularies. By William C. Collar, A.M. Revised by Clara S. Curtis. (Mailing price, \$1.10.)

The First Steps in Algebra. By G. A. Wentworth, A.M.

An Examination Manual in Plane Geometry. By G. A. Wentworth and G. A. Hill. (.55.)

Latin at Sight, With an Introduction, Suggestions for Sight-Reading, and Selections for Practice. By Edwin Post.

A Scientific German Reader. By George Theodore Dippold, Ph.D. (\$1.00.)

Little Nature Studies for Little People, From John Burroughs, by Mary E. Burt.

College Requirements in English Entrance Examinations. By Rev. Arthur Wentworth Eaton.

#### The Werner Company.

The Basic Law of Vocal Utterance, by Emil Sutro. \$1.25.

The New Normal First Reader. By Albert N. Raub, A.M., Ph.D.

The New Normal Second Reader. By Albert N. Raub.

The New Normal Third Reader. By Albert N. Raub.

The New Normal Fourth Reader. By Albert N. Raub.

#### D. C. Heath & Co.

A Laboratory Manual in Elementary Biology. An Inductive Study in Animal and Plant Morphology. By Emanuel R. Boyer, A.M. (.80.)

[Continued on page 177.]



## Adjustable School Desks.

It is now universally conceded that the advantages which the old primitive benches and tables may have as a means for massing children and convenience for the supervision of the children are completely outweighed, from a hygienic standpoint, by their indefensible disadvantages. Health and physical comfort of the children are essential requirements and must be deciding. Medical men and teachers interested in school hygiene joined hands to test by observation and experiment how the seats and desks should be arranged to be suitable for the various ages of children, to guard against curvature of the spine, compression of the chest, high, low, and round shoulders, and to be in every way so constructed as not to interfere with healthful physical development in the years of growth. Various devices were invented to meet the requirements set up by hygienic authorities. The adjustable desks and seats of various construction represent the latest development in this department. In America the manufacture of this furniture is of comparatively recent origin. One of the first powerful impulses in this direction was given by a report of the Massachusetts state board of education in 1884 giving the observations of Dr. Bowditch, of Harvard university, based on the measurements of 25,000 children and showing that the growth of pupils varies greatly in different periods of school life. Since then the manufacture of adjustable desks and seats has rapidly grown. At present there are in the market various pieces of furniture all claiming certain hygienic and other advantages. Some of the most important of these are described below.

NOTE:—There are several other desirable adjustable desks and seats not mentioned in the present article, those manufactured by George S. Perry, of 73 Fulton street, Boston, Mass., for instance. Lack of space, however, and other reasons make it impossible to introduce them here. Descriptions of them will be given in a supplementary article next month.

In this connection preliminary mention is also made of an adjustable desk lid invented by Dr. Edward R. Shaw, dean of the New York University School of Pedagogy, who has for years devoted much study to school hygiene in its various relations, and is considered a reliable authority in this branch of pedagogics.

### The "Chandler" Adjustable Chair.

Manufacturers: THE CHANDLER ADJUSTABLE CHAIR & DESK CO., 7 TEMPLE PLACE, BOSTON.

The furniture manufactured by the Chandler Adjustable Chair & Desk Co., 7 Temple Place, Boston, differs essentially from other adjustable furniture in that the irons have no notches or other supports, the bearing surfaces of the sliding parts being smooth, thus securing adjustment at the exact height desired without being obliged to stop at stipulated distances. This is of

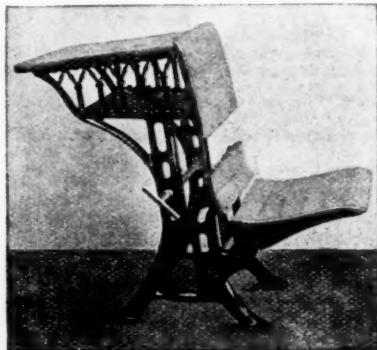


great importance, as the seat, particularly, should be adjustable within very narrow limits. Two extremely important requirements, simplicity and strength, are secured by the clamping device, a simple bolt  $\frac{1}{2}$  an inch in diameter. The upper or sliding part of the iron is a wedge device, which makes impossible its slipping down a hair's breadth after nut is tightened. For determining the proper height for adjustment, instead of a *scale estimating* same and based on average proportions, a measuring gauge is used which measures the pupil correctly.

### "Starkey" Adjustable Desk.

Manufacturer: W. L. STARKEY, PATERSON, N. J.

The idea carried out in the construction of the "Starkey" Adjustable desk is simply to add to the already popular style of the



modern stationary desk, a simple and perfect adjustment. The strongest claim for this desk therefore, from the standpoint of

convenience and economy in the school-room, is that it is a double standard combination desk with folding seat. The Starkey desk is claimed to be the only double-standard desk made that can be instantly, easily, and uniformly adjusted from only one point of contact. By reference to the cut, the adjusting shafts with pinions fitting into the racks on castings, can readily be seen. These adjusting shafts are hollow to admit of a small clamp rod, which passes through from outside to outside of desk. The cut shows the key or wrench fitted over threaded end of clamp rod to the square shoulder of adjusting shaft. This key also replaces and tightens nut on end of clamp rod, after desk or seat has been adjusted. Its adjusting shafts and clamp rods opposing each other against the opposite sides of the desk castings, firmly bind the whole desk into one solid structure, and render it strong enough to stand the severest test. The desk is inexpensive, being sold at about the average price of any ordinary first class desk.

The seat and desk are independently adjustable, and both can be adjusted in the brief time of *thirty* seconds.

### The "Peerless" Adjustable Desk and Seat.

Manufacturers: THE BOBRICK SCHOOL FURNITURE COMPANY, 50 BROMFIELD ST., BOSTON, MASS.

The principal features of the Bobrick Company's new and improved desk and seat called the "Peerless" are:

1. Neither the desk-top nor the chair-seat will drop or slide down by its own weight during the process of readjustment, nor



is it possible for either desk or seat to work down gradually, as would inevitably be the case if they were held simply by bolts, without the supporting notches.

2. One person can easily readjust from 45 to 50 desks and seats in less than one hour.

3. Notwithstanding the fact that the desk is on two brackets, it can be adapted to any ordinary school-room floor without fear that the imperfections or the warping of the floor, which are due to change of temperature, will throw the parallel brackets out of plumb, and thereby cause friction between the brackets and the movable desk supports, when the desk is raised or lowered.

4. The movable desk-supports and the chair-support can be fastened and firmly held in their positions by one turn of the set-screw.

5. By the aid of a simple system of scales based upon the recommendations of the Vienna, Frankfort, Prague, and St. Petersburg school commissions, and the measurement of over 125,000 children, both desk and seat can be adjusted or readjusted to the height of a pupil in less than one minute.

The Bobrick Company furnished in the past year 187 schools in 54 cities and towns, with their desks and seats.

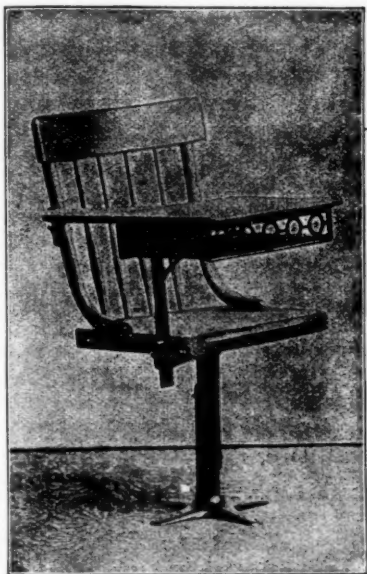
#### "Durant" Adjustable Desks.

Manufacturers: DURANT SCHOOL DESK COMPANY, RACINE, WIS.

The Durant School Desk Company manufacture five styles of adjustable desks, meeting various requirements. A simple and practical air-tight inkwell is found in all desks having wells.

##### THE "PRIMARY IDEAL."

The manufacturers take particular pride in this desk, which is



shown in the accompanying cut. It has a 2½ inch height adjustment, and the desk an additional one and one-half inch so that pupils from five to ten years may be comfortably seated. The desk and book box are sufficiently large for primary pupils. It is easy to get in and out of, and takes but little room. Seventy pupils can be seated in a space twenty feet square. It is modest in price, and makes only light demands for freight charges.

Two larger sizes are made, which have their special uses in class-rooms, lecture-rooms, schools of shorthand, etc. The "Primary Ideal" has two less spindles in chair back than the larger size seats.

##### "OLIVE" DESK.

This desk is one of the strongest in the market. The chair pedestal, whether adjusted to the highest or lowest point, always shows a round column. The iron standard for the desk presents an extended surface to attach to the wood. It has front brackets which act as braces, rendering it very stiff; while the body of the standard is thrown so far forward as to secure abundant knee room.

##### "ACADEMY" DESKS.

This desk differs from the "Olive" in that it has a chair with curved back and a press curved top. While it is strong it has not the great strength of the "Olive" chair. As its name implies, it has been designed with reference to use in academies, seminaries, etc. The chair seat is double, the layers of wood crossing each other. One style "Academy," the "Revolving Academy" chair, has a chair pedestal that permits of the chair turning toward the aisle.

##### "20TH CENTURY" DESK.

The chair seat and desk are both adjustable, independently, as to height, there being a total range of adjustment of about four inches. The desk can be thrown to one side, and the school-room converted into an assembly-room, affording opportunity for calisthenics or other general exercise. The desk top, when thrown aside, still furnishes the student a good writing tablet. The movement of the desk-top is easy, and practically accomplished without noise, the joints being broad and finely fitted. There is no danger of ink being spilled in folding the desk top, as a special inkwell is inserted in the usual place, which meets all requirements. The closed book box at the side makes it un-

necessary to reserve room between desk and pupil for the withdrawal of books.

#### The "Columbia" Adjustable Desk and Chair.

Manufacturers: THE GLOBE SCHOOL FURNITURE COMPANY, NORTHVILLE, MICH.

1. The "Columbia" desk has a single standard adjustment that occupies less space than the combination desk and yet is broad enough at the base to make it solid upon the floor.

2. The adjustment of the desk and chair is very simple and requires but a moment to change either desk or chair to suit the occupant.



3. By means of this adjustment the desk or chair can be raised or lowered the fraction of an inch so as to fit the desk to the physical requirements of the pupil.

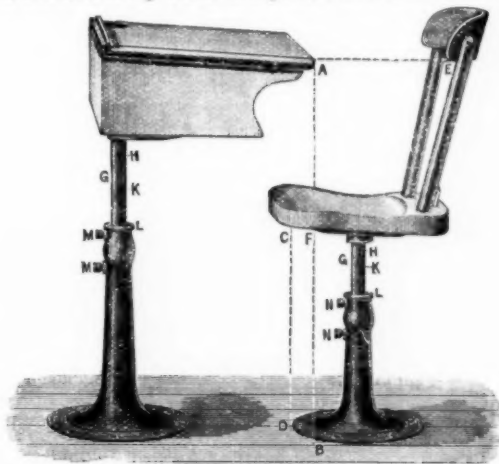
4. The chair is made to revolve on its pedestal sufficiently to allow the pupil to swing into place gracefully and easily.

Three styles of adjustable school desks are manufactured by the Globe Furniture Co. The one shown in the accompanying illustration is the "Columbia" Open Box desk and chair, both with screw adjustable pedestals, chair semi-revolving. Another "Columbia" style is furnished with a "normal" lid. Both "Columbia" styles are made in six sizes. Besides these the Globe Furniture company make the "Berkeley" lid, desk, and chair, with upholstered seat and back. It is made in four sizes only. The standards of both desk and chair are adjustable for height, but do not revolve.

#### The "Single Standard" Adjustable Desk and Seat.

Manufacturers: THE HYGIENIC SCHOOL FURNITURE CO., 70 FIFTH AVENUE, NEW YORK CITY.

The "Single Standard," is strong and durable, and stands firmly on the floor. It is simple in construction, and there is nothing about it that can get out of order. It is easily kept clean, the base being round and plain, with a smooth, flat sur-



face, thus not interfering with the sweeping. The adjustment is very simple and easy, but can be effected only with the use of a wrench or key, preventing the pupils from changing it. The three sizes in which the desks are manufactured is said to accommodate perfectly a school of any number of grades, or pupils of any size, from the smallest to the largest.

The following description, with the accompanying illustrations, will illustrate the construction and adjustments.

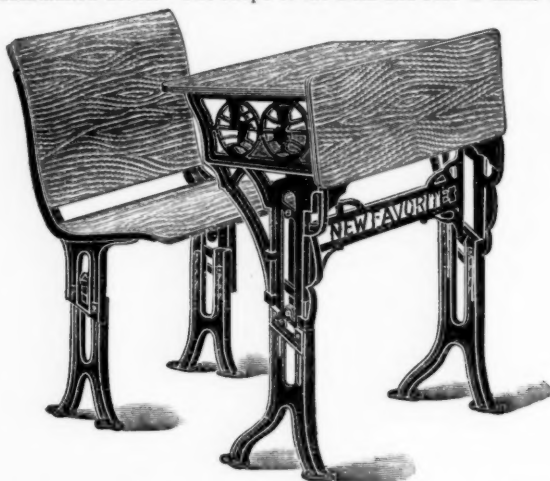
The tubular standards of the desk and seat are made of cast iron. Their round bases are 12 inches in diameter for the desk, and 11 inches in diameter for the seat, and are fastened to the floor by eight 1-inch screws. The adjustable support or bar, *A*, is made of steel ( $1\frac{1}{2}$  inches in diameter), and is provided with a longitudinal groove or channel, *g*, (Fig. 1), and on the other side opposite is cut a vertical row of notches, *k*, (Fig. 2), which do not, however, project beyond the solid parts of the bar. Fastened to the upper end of the standard is a catch, *l*. That side of the standard which faces the longitudinal groove, *g*, is provided with two set-screws or binding-screws, *m-m* or *n-n*. The inner ends of the set-screws are provided with flat surfaces, so as to form right angles with the square groove of the support.

In order to adjust desk and seat the following directions are given: "Loosen the set-screws, *m-m* or *n-n*; tilt the desk top or seat backward from the catch, *l*, and in this position either desk top or seat can be raised or lowered as desired. When in proper position tighten the set-screws and the desk top or seat will be firmly locked and held in its adjusted position, in which it will remain until occasion shall arise to re-adjust it.

#### The "Favorite" Adjustable Seat.

Manufacturers: FAVORITE DESK AND SEATING COMPANY, CLEVELAND, OHIO.

The "Favorite" adjustable desk retains many features of the combination desks. The shape of the back and seat is made to

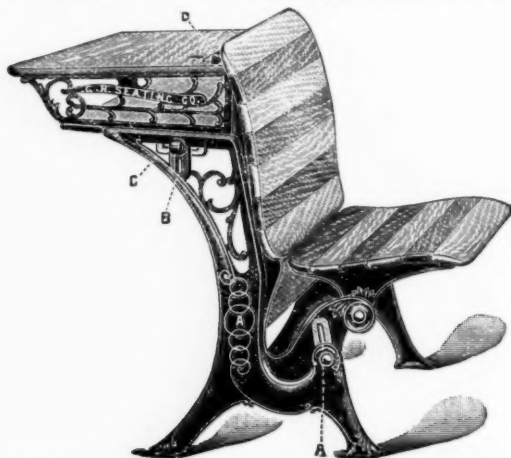


fit the contour of the body. The adjustment is made by loosening the bolts. When fastened in position it is not a friction device. The settee seat is independent. The wood work is very durable, consisting of five-ply veneer.

#### The "Imperial" Adjustable Desk and Seat.

Manufacturers: THE GRAND RAPIDS SEATING COMPANY, GRAND RAPIDS, MICH.

It is claimed by Dr. Hall, of Clark university and others, who have made the subject their special study, that every desk should



be adapted to the needs of the individual pupil and should be adjustable for height, inclination, and as to the so-called plus and

minus distance, *i.e.*, from front to rear. In the "Imperial" adjustable desk, manufactured by the Grand Rapids Seating Co., everything desirable has been accomplished and with a marvelous simplicity of parts.

The top has all of the adjustments mentioned above and by means of one bolt only (*B*) extending the full length of the desk immediately beneath the book shelf. The back and seat are adjustable together for height independent of the top by means of two adjusting bolts just below the hinges (*A*). The "Imperial" in appearance, is quite like the ordinary combination desk and seat and having the automatic seat action it is possible to place them on an average of 26 inches from back to back, which means a great saving in floor space as compared with adjustable chair desks. The "Imperial" has been adopted by the boards of education of Grand Rapids, Mich., New York city, and elsewhere. The chairman of the committee on school furniture in New York city says: "We devoted the entire summer investigating all styles of adjustable furniture and believe the 'Imperial' to be a first class school desk, built scientifically and yet simple in construction."

#### The "Richmond" Adjustable Desk.

Manufacturers: RICHMOND SCHOOL FURNITURE COMPANY, 22 EAST 13TH ST., NEW YORK.

The latest adjustable desk put on the market is the "Richmond" made by Mr. C. F. Buscall, 22 East 13th St., New York City. It has a friction adjustment and is in most respects similar to the "Chandler" desk described above. The Brooklyn board of education has adopted it as the only one to go on the school supply list this year. Several New York schools are also using it.

#### Note.

The "New Era" hygienic desk and seat, manufactured by the New Jersey School and Church Furniture Co., Trenton, N. J., and other furniture will be described in the special edition of THE JOURNAL for March.

### School Building Notes.

#### ALASKA.

UNALASKA.—A school. Arch. S. Foster, 28 California St., San Francisco.

#### CALIFORNIA.

LOS ANGELES.—George J. Costernan & Son, Arch. for a \$15,000 school at Bakersfield.

SAN FRANCISCO.—W. H. Armitage Arch. for \$20,000 school at Alameda, Cal.

#### COLORADO.

BOULDER will erect a handsome school.

DENVER Chamber of Commerce will erect a convention hall to seat 12,000.

#### CONNECTICUT.

CHESHIRE will build a new school.

EAST HARTFORD will erect a new high school; cost \$12,000.

NEW HAVEN.—Two new schools to cost \$75,000.

STAMFORD.—St. John's church will build a parochial school; cost \$20,000.

WEST HARTFORD.—New school-house to cost \$20,000.

#### DELAWARE.

WILMINGTON.—Geo. J. Lovatt, 424 Walnut St., Philadelphia, Arch. for large parochial school.

#### GEORGIA.

EASTMAN will build a new school. Write the mayor.

#### ILLINOIS.

CHICAGO.—Plans are prepared for the manual training school. (Lewis institute), every improvement; cost \$300,000.

Aug. Fielder has planned two new schools; one to cost \$70,000, the other \$80,000.

#### INDIANA.

BLUFFTON.—Write J. N. Neff, about new school at Vera Cruz, Ind.

GOSHEN.—\$25,000 will be spent on a new school.

NORMAL.—The state normal will ask for \$60,000 for a new building.

#### IOWA.

OVATONNA.—\$80,000 has been raised for a new school.

#### MARYLAND.

BALTIMORE.—Two new schools will be built; cost \$35,000 each. Write J. Theo. Oster.

#### MASSACHUSETTS.

BOSTON will build two new schools. Arch. E. M. Wheelwright.

COTTAGE CITY.—Forbush & Hathaway, Archs. for new school.

NORTH EASTON.—New school. Fehmer & Page, Archs.

#### MICHIGAN.

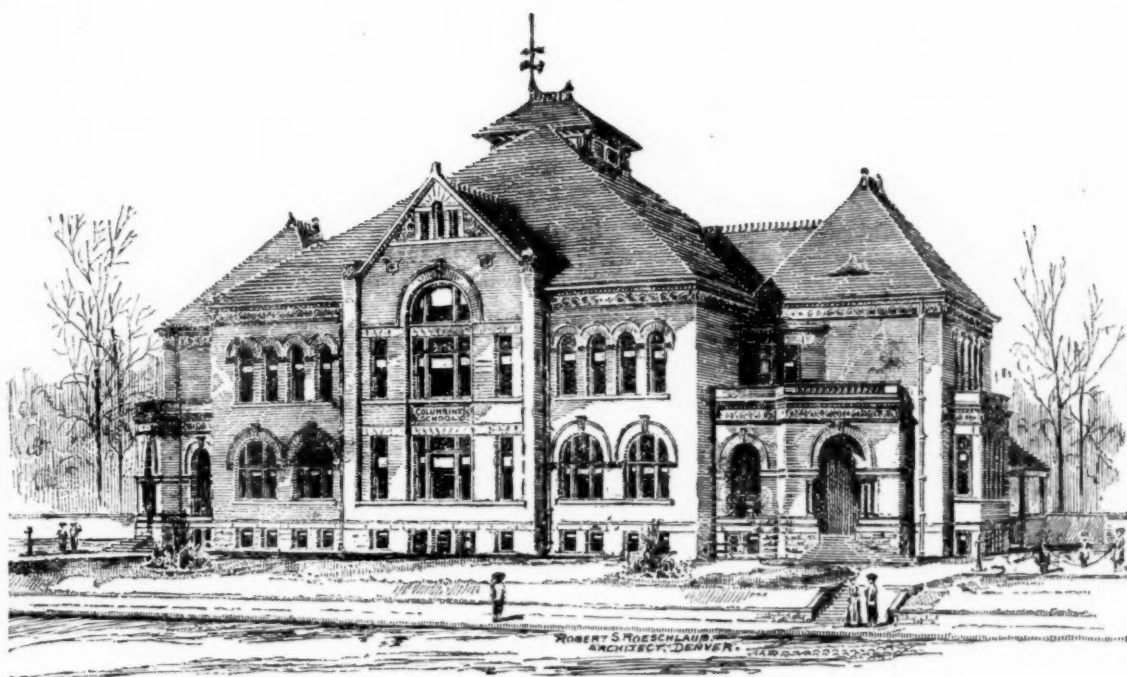
DETROIT.—Board of education will build a new high school to cost \$400,000; also two other schools for \$3,000 each.

#### MINNESOTA.

DULUTH.—An addition to the Adams St. school cost \$25,000.

ST. PAUL.—The board of education contemplate building eight new schools. Will also spend \$300,000 on a new library.





COLUMBINE ST. SCHOOL, DENVER, COLO.

## MISSOURI.

MOBERLY will build a school to cost \$30,000; also one for \$25,000.  
ST. LOUIS.—A new school to cost \$50,000. Archs. Kirchner & Kirchner.

## NEBRASKA.

SOUTH SIOUX CITY.—A new school; cost \$22,000.

## NEW JERSEY.

ASBURY PARK will build a new brick school.  
JERSEY CITY.—B. Sayler, Arch. for new school on Brunswick St.; cost \$30,000.  
SUMMIT.—Peals & Sutton, Newark, Archs. for new school; cost \$30,000.  
TRENTON.—Henry Fink, Arch. for school for deaf mutes; cost \$14,000.

## NEW YORK.

BROOKLYN.—Two new school buildings will be erected. Write to John McNamee.  
ST. GEORGE.—The Staten Island academy will put up a new building; cost \$100,000.  
TROY.—Plans have been adopted for school No. 17, recently burned; cost \$25,000.

## NORTH DAKOTA.

MINTO will build a new school. Write J. W. Ross, Grand Forks.

## OHIO.

CINCINNATI.—St. John's church will build a brick school, to cost \$35,000.  
COLUMBUS will build a three story brick school. Write A. J. Soloman.  
HILLSBORO.—S. Hannaford & Sons, Cincinnati, are architects for the new school; cost \$38,000.  
RICHMOND.—New school; cost \$24,000. Write B. H. Talmage.  
SPRINGFIELD.—New school; cost \$18,000. Architect. R. C. Gotwald.  
TOLEDO.—Twelve room school; cost \$30,000. Arch. L. K. Welker.  
SIXTEEN room school to cost \$40,000. Archs. Bacon & Huber.  
WESTON.—A new school. Write Geo. H. Depew.

## PENNSYLVANIA.

ALLEGHENY.—New school. Archs. Alston & Heckert, Pittsburg.  
COLUMBIA.—A new eight room school. Write W. G. Taylor.  
CONNELLSVILLE.—An eight room school. Write R. F. Sheppard.  
JOHNSTOWN will build a ten room school. Write Fred Krebs.  
PHILADELPHIA.—J. D. Austin, 713 Filbert St., is architect for new school on 15th St., also on 18th St., also Frankford Ave., also "Girard" public school.  
POTTSVILLE.—Frank X. Reilly, Arch. for a fine three-story parochial school.  
READING.—Smith Bros., Archs. for new school; cost \$85,000.  
SHENANDOAH.—New school. Frank X. Reilly, Pottsville, Arch.  
WILKESBARRE.—Two new schools; cost about \$75,000. Write Thos. Hart.

## SOUTH CAROLINA.

CHARLESTON.—An annex to the high school building. Write R. E. O'Neale.

## SOUTH DAKOTA.

YANKTON will build a \$16,000 school.

## TEXAS.

GREENVILLE.—The North Texas Baptist college will cost \$15,000.  
ORANGE will build a \$20,000 school. Write the mayor.

## VIRGINIA.

NORFOLK will spend \$100,000 on public schools.

## WISCONSIN.

GREEN BAY.—Changes to cost \$10,000 will be made in the school buildings of the Oneida reservation.  
MERRILL will spend \$25,000 on a new school.  
MILWAUKEE.—New schools. Ninth ward; cost \$45,000. Tenth ward, \$45,000; also Westside high school. Write G. H. Benzenberg.  
RICHLAND CENTER.—School district No. 7 will build a new school.

*A Study of Plants, not a Book of Descriptions.*

## AN INTRODUCTION TO BOTANY.

By VOLNEY M. SPALDING, Professor of Botany in the University of Michigan.

"Laboratory work should be the chief feature of the course in Botany. No books should be put into the hands of the pupil except such as are to be used as laboratory guides or as books of reference."—Committee of Ten.

There has long been a demand for a Laboratory Guide in Botany, and Prof. Spalding has in this book provided for this need in a masterly manner. Commencing with a study of the different parts of flowering plants, then of representative species selected from leading groups of phænogams and cryptogams, the effort throughout is to lead the student to gather from his own observation the fundamental facts and principles of plant morphology, physiology, relationship, and distribution.

## THE HIGH SCHOOL.

George L. Chandler, Teacher of Science, High School, Newton, Mass.: The plan is the right one—a laboratory manual, with enough collateral information. The attention paid to the physiology of plants is a very valuable feature. It is high time that mere

classification ceased to occupy the whole field, and the method of treatment of this latter topic is a very happy one.

## THE NORMAL SCHOOL.

Clara M. Russell, New York State Normal College, Albany: It is the most helpful book on botany

that I have ever examined. (December 21, '93.)

## THE PROFESSIONAL BOTANIST.

Charles E. Bessey, Prof. of Botany, University of Nebraska, and State Botanist: Its use in the high and other preparatory schools will do much to raise the standard of botanical preparation.

318 pages.

Cloth. Introduction price, 80 cents.

D. C. HEATH & CO., Publishers, Boston, New York, Chicago.

## School Reports Received.

GREENVILLE, OHIO.—Report of the public schools. Lessons on manners are regularly given from the third year to the sixth, inclusive. The high school has an excellent mineral cabinet. Number of volumes in school library, 1,900.

ASHLAND, KY.—Value of school property, \$17,064. Number of school buildings, 6. Number of pupils enrolled, 1,075. Number of volumes in school library, 329. A teachers' training class gives an additional year's work to the graduates of the high school. This course is considered to be equal to a year's training at any good normal school.

HARTFORD, CONN.—Annual report of the board of school visitors of the public schools. Every grammar school with one exception has a kindergarten connected with it. Number of pupils in high school, 745. The board has appropriated, \$20,000 for the purchase of a building for the evening school.

MERIDEN, CONN.—Annual report of the acting school visitor. Average attendance, 3,126. Money expended for school expenses, \$69,630. Number of pupils in high school, 301. Number of teachers, 11. The school has an excellent gymnasium, and a well-equipped library. Total value of school property, \$393,082.

SAVANNAH, GEORGIA.—Annual report of the city of Savannah and the county of Chatham. Number of pupils enrolled in city schools, 5,286. Number in country schools, 2,038. Total of officers and teachers, 154. A normal class for the instruction of the teachers in the public schools, and for those who wish to prepare themselves for teaching, meets every Friday in the school year.

STAMFORD, CONN.—Report of the school committee. Total expenditure for school year, \$51,287 21. Average attendance of scholars, 1,868. The most notable event of the year was the appropriation of \$75,000 for a high school building. The wood-working department has been successfully carried on. Twenty-two lessons, at the rate of one per week have been given to eighty boys. In the cooking department instruction was given to three divisions of fifteen girls, each at the rate of one lesson per week for twenty weeks. All instruction was given on Saturday, and three times the present number of pupils would join the classes, if there were accommodations. An evening school was opened, with a total registration of 281 pupils.

FRANKFORT, KY.—Annual report of the public schools. Number of pupils enrolled, 983. Number of teachers, 21. Expenses for the year, \$12,602 72. A manual training department has been established, and the display of work at the close of the school was a testimony to its efficiency. The teachers' meetings during the past year have been directed to the study of drawing under the instruction of the director of drawing and manual training. The library, started three years ago, contains 211 volumes.

GLOUCESTER, MASS.—Annual report of the public schools. Average daily attendance, 3,773. Number of teachers, 113. During the year more than a hundred pictures have been placed upon the school-room walls. Most of these have been given through the agency of the pupils themselves. Nature study has been introduced into some of the lower grades, with encouraging results, a weekly period of from twenty to thirty minutes being devoted to it. Collections of seeds have been made, and large numbers of mounted sheets of nuts, woods, leaves. In physical culture the Ling system is used, with excellent physical and moral effect.

PORTSMOUTH, N. H.—Annual report of the board of instruction. A teachers' training school has been in existence for six years. In addition to the practice in teaching courses in psychology, history of education, pedagogy and methods, school law and management are given. Candidates for admission must have completed the course in the high school or an equivalent, and the course of instruction continues for three periods, of five school months each.

IONIA, MICH.—Year book of the public schools.

BOSTON, MASS.—Annual report of the school committee. School Document Number 19. Whole number of pupils registered in

the public schools, 74,328. The system comprises 54 kindergartens, 499 primary schools, 55 grammar schools, 8 high schools, 2 Latin schools, and 1 mechanic arts high school. The special schools are: Horace Mann school for the deaf, 1 evening high school, 16 evening elementary schools, 5 evening drawing schools, 15 manual training shops, and 14 cooking schools.

CHICOPEE, MASS.—Total enrollment of pupils, 2,643. Total expenditure, \$27,761.20. Average daily attendance, 1,760.

JOHNSON CITY, TENN.—Catalogue of the public schools. Value of school property, \$29,000. Number of school buildings, 4.

ALEXANDRIA, VA.—Annual report of the city superintendent. Number of pupils enrolled, 1,943.

NORWICH, CONN.—Report of the superintendent of public schools. Number of school houses, 6. Number of pupils registered, 1,013. Number of teachers, 32. The most important event of the year was the establishment of three kindergartens.

BEATRICE, NEBRASKA.—Annual reports of the officers of the public schools. Average daily attendance, 1,476. Special teachers are employed for music and drawing. Average time devoted to music is 18 minutes daily, and the drawing occupies the same time.

## University Education of Women.

At last month's meeting of the Massachusetts Society for the University Education of Women, Baroness Anna von Rydinsgard presented a report which shows that much progress has been made in the extension of higher education of women. In the United States advance in all directions was noted, particularly at Radcliffe, Chicago university, Yale (where there are twenty-five women in the graduate courses for the degree of Ph. D.), Barnard, Brown, Tufts, Columbia, the Baptist Female university at Raleigh, N. C.; and Johns Hopkins university.

In England one of the most important advances is the opening of the final pass examinations at Oxford to women. The university commissioners of Scotland have issued a new ordinance authorizing each college to open to competition, without restriction to sex or for competition among women any bursaries, scholarships, or fellowships established prior to 1864. Degrees of master of surgery and bachelor of medicine have been conferred for the first time in the history of the University of Glasgow, and the University of Edinburgh has decided to confer medical degrees on women.

Victoria college stands at the head of institutions for women in Ireland; in Wales an active movement has been established in the colleges; Miss Elsa Eschelson has obtained permission of King Oscar of Sweden to plead at the University of Upsala; she will be the first woman LL.D. in that country. Norway has graduated her first woman physician this year, and given a diploma to a woman pharmacist; Denmark has also taken advance steps; the first woman theological student has appeared in Finland; the Russian government has reopened its medical school for women; France and Germany, Switzerland and Holland, continuing in their special work for women students. Four girls took the degree of B. A. in Spain for the first time; Mrs. Joseph, who graduated from the New York women's medical college, has begun practice in Persia; a Mohammedan woman has been admitted chief medical officer at Kassiman; Mrs. Tel Sono has established schools in Japan; in India and Turkey many women are studying medicine.

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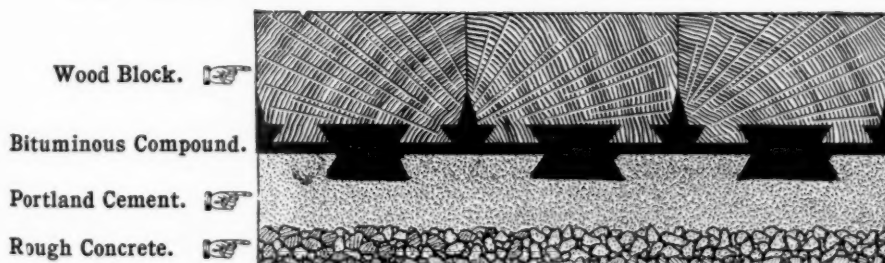
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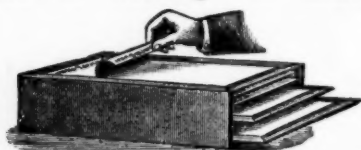
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The science of geography is so broad that the pupil in school can only, at the best, get a more or less imperfect idea of what there is to learn. The teacher then, should aim to inspire the pupil with such enthusiasm that he will wish to go on studying and learning after leaving school. This is what is done by the best teachers at present, and it was to aid them in the work that *Lessons in the New Geography* was prepared by Spencer Trotter, M. D., professor of biology in Swarthmore college. Dealing with so large a subject, the author can only give a comprehensive view; details must be ignored. His arrangement of topics and mode of presentation will be found to be both logical and attractive. The one who reads or studies this book will appreciate the vast importance of geography. After a general description of the earth and the physical conditions that make climate, the author treats of the plants and animals that have affected man, then he describes the white, black, and yellow types of mankind, and gives their geographical distribution and also a short history of commerce. In the appendix will be found a list of the principal cities of the world, the population of the earth, forms of government, etc. It is well illustrated and altogether a most attractive little book. (D. C. Heath & Co., Boston. \$1.00.)

Prof. Gardner C. Anthony, A. M., of Tufts college, contributes to the Technical Drawing series *Elements of Mechanical Drawing*, including use of instruments, geometrical problems and projection. The object has been to present the principles so clearly that the student may go on and do independent work on problems. Thus the teacher's time is saved, as he does not have to employ it in devising problems, and the progress of the apt pupils need not be retarded by the slower ones. A large number of geometrical problems and problems in projection are given, by the working out of which the student can apply the principles he has learned. There are thirty-two pages of plates to which reference is constantly made. The person who pursues the study of drawing as presented here will find it a most fascinating one. (D. C. Heath & Co., Boston. \$1.50.)

*Les Historiens Français du XIXe Siècle*, compiled by C. Fontaine, B.L., L.D., director of French instruction in the high schools of Washington, D. C., is a book that will be of vast assistance to students in obtaining a reading knowledge of the

French language. The author had already published books containing specimens of French poetry and prose, and this one containing extracts from the French historians of this country is a necessary adjunct to the series, in order to furnish specimens of all styles of the literature. The nineteenth century will be a memorable one in French literature and no department is better represented than that of history. Some of the authors drawn from for this volume are, H. Martin, Guizot, Lamartine, A. Thiers, Michelet, L. Blanc, and others. The book has copious explanatory, grammatical, historical, and biographical notes. (William R. Jenkins, New York. \$1.25.)

It is not such a difficult matter to learn to draw or to teach drawing successfully as many suppose. The teacher who goes about the work, in the right way, perhaps with some strong misgivings at first, will almost surely before long develop a genuine enthusiasm. A great many teachers found help in the articles on drawing, by Henry T. Bailey, state supervisor of drawing of Massachusetts, when they were published as a series. These have been collected in a small volume under the title of *A First Year in Drawing*. These lessons are intended to proceed simply and logically, month by month, during the year from type forms like the sphere, cylinder, square, etc., to the representation of familiar objects of a similar shape, and lastly to the delineation of faces and the drawing of designs. The book is well illustrated. (Educational Publishing Co., Boston.)

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First impressions are said to be the most lasting; hence if the child is introduced to a science through the medium of a dull, technical text-book he may acquire such a distaste for it that it will be difficult ever after to get him interested in the subject. Astronomy is the science that appeals to the imagination more than any other; it is the one that young people will delight in if presented in the right way. Agnes Giberne has prepared a volume, *Radiant Suns*, in which she presents the main facts of this science in a most fascinating way; indeed, one is continually surprised to see how plain she has made the most complex matter. She narrates the history of this old, old science tracing the advances made by that glorious line of immortals, Thales, Hipparchus, Ptolemy, Copernicus, Tycho Brahe, Kepler, Galileo, Newton, and Herschel, to the present day when, although many mysteries have been cleared, by the telescope and the spectroscope, there are still greater mysteries beyond. To one who has any taste for astronomy this book is as interesting as a story. It explains things with sufficient detail for any one who does not care to go into the minutiae of the science. The volume is illustrated with many portraits of eminent astronomers, besides pictures of famous telescopes, observatories, etc. (Macmillan & Co., New York. \$1.75.)

A book entitled "Representative English Literature," by Henry S. Pancost, of the De Lancey school, Philadelphia, was published some time ago and met with much favor. It consists of famous works, chiefly poetical, with only a thread of history to bind them together and indicate their place among the productions of English authors. Some teachers and students like a fuller treatment of the history, and therefore the author has prepared a second volume in which the historical and critical part is greatly expanded and the extracts reduced to a minimum quantity. In this the history has been treated in a broad and philosophical manner and all those movements—social, political, religious, and literary—are taken into account that have helped to form our language or have left their impress on our literature. In Part I. he treats the race, language, and literature before Chaucer and then critically considers the merits of that great poet. Part II. is devoted to the revival of learning and the Puritan in literature; Part III. to the period of French influence, and Part IV. to the modern English period, including the beginning of modern literature and recent writers. The author does not attempt to cover everything that might be included in English literature; many important works are passed by with a mention. As this is intended as a handbook for students he has considered critically those works especially that the student can study in the original. A feature that will be of great value to the student is the list of principal works of the leading authors and the historical or literary works to which he may refer. A literary map is accompanied by a list showing where the leading authors lived and worked. There is also a very complete chronology of the literature with historical events and the chief writers of other European literatures in parallel columns. (Henry Holt & Co., New York.)

In *The Borderland of the Czar and Kaiser*, by Poultney Bigelow, illustrated by Frederick Remington, are given some aspects of Russian and German life. It is published by Harper & Brothers.



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### Magazines.

The leading articles in the *Political Science Quarterly* for December are "The Tariff for 1894," by Prof. F. W. Taussig; "The Income Tax," by Prof. E. R. A. Seligman; "Assimilation of Nationalities," by Prof. R. Mayo-Smith; "Negro Suffrage in the South," by S. B. Weeks, and "The New Belgian Constitution," By Prof. M. Vauthier.

The *Catholic Reading Circle Review* is a magazine devoted to history, science, religion, literature, art, and philosophy, and is conducted with much ability. It is the organ of the Catholic Summer School of America and Reading Circle Union. While all the departments are strong, especial attention is given to literature, and the systematic study of education. Warren E. Mosher, Youngstown, O., is the editor.

The third issue of the *Young People's Magazine* finds it where, from a business standpoint, the publishers are justified in enlarging. Eight pages are added to the February number.

The February *Harper's* opens with a stirring tale of early American maritime history, entitled "New York Colonial Privateers," by Mr. Thomas A. Janvier, with illustrations by Mr. Howard Pyle. "French Fighters in Africa" are described in a spirited article by Mr. Poultney Bigelow, for which Mr. Frederic Remington has made a series of striking illustrations. In "Down the West Coast" Charles F. Lummis tells the interesting story of the five thousand mile journey by water from San Francisco to Callao, with its frequent interruptions at Mexican and Central American ports. A Japanese gentleman, Mr. Sen Katayama, gives an insight into the family life of his countrymen in a brief article called "The H'yakusho's Summer Pleasures," with illustrations by a Japanese artist, Mr. F. Morimoto. Apropos of the recent decision of the people of New York state to suppress gambling through a constitutional amendment, the Hon. John Bigelow treats the subject of gaming. The fiction of the number is noteworthy being by such well-known writers as Mr. Hardy, Richard Harding Davis, Julian Ralph, Mrs. Burton Harrison, and others.

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#### Literary Notes.

Part of the scene of Mrs. Humphry Ward's new novel will be laid in Rome, it is said. Mrs. Ward will spend the remaining months of winter and the coming spring in Italy.

Professor Skeat is preparing a supplementary volume to accompany his edition of Chaucer. This is to contain the "Testament of Love" (in prose) and the chief poems which have at various times been attributed to Chaucer and published with his genuine works in old editions. The volume will be complete in itself, with an introduction, notes, and glossary.

When Macmillan & Co. had Mr. Crawfords, *Ralston's* ready for publication the order for it had reached 12,000 copies.

Mrs. Burton Harrison, whose books have made her famous, and whose social position is an enviable one to ambitious aspirants, was a high-spirited young girl named Constance Carey when the war was raging. She was a little Confederate, and to send a flag to General Lee cut up her best pink silk gown and her light blue silk jacket and embroidered and sewed a Confederate flag, which to-day is cherished as a very precious souvenir of feminine devotion by Colonel Robert Alexander Chisholm.

The large majority of contemporary authors of international fame are small men physically. Kipling, Barrie, Jerome, Howells, Stockton, Stedman, Mark Twain, Bret Harte, Boyesen, Saltus, are none of them above the medium height, and several of them are actually diminutive. Marion Crawford and Conan Doyle are tall, athletic-looking men, but they are the exceptions that prove the rule.

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